DOCUMENT RESUME

ED 055 710 RC 005 663

TITLE	Youth Action and Youth Issues in Appalachia. A Report from the Youth Development Leadership Program of the Appalachian Regional Commission.
INSTITUTION	Appalachian Regional Commission, Washington, D.C.
PUB DATE	Apr 71
NOTE	92p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Disadvantaged Youth; Dropouts; Government Role; Health Programs; *Internship Programs; *Leadership Training; Migration; Program Evaluation; Regional Programs; *Rural Youth; Services; *Youth Programs
IDENTIFIERS	*Appalachia

ABSTRACT

The Youth Leadership Development Program was established in July 1969 to aid Appalachian communities in encouraging young people in the region to remain in Appalachia, to help build the future, and to become a new generation of leaders. During the summer of 1970, Appalachian Regional Commission assistance enabled more than 500 Appalachian young people to participate as interns in all types of developmental projects in the region via a service-learning approach. Each project involved the participation of the young people in the affairs of the region. This first annual report summarizes some of the philosophy and activities of the program and presents internship evaluations. Also included are discussions of higher education, long-range planning for youth programs on the national and state levels, state youth foundations (a proposed model), Appalachian migration, Appalachian studies programs, and helping Appalachian Vietnam veterans as these considerations relate to preparing Appalachian young people for leadership. A 1970 internship list is appended. (JB)

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YOUTH ACTION AND YOUTH ISSUES IN APPALACHIA

A Report from the Appalachian Youth Leadership Development Program

Appalachian Regional Commission
1666 Connecticut Avenue NW
Washington, D.C. 20235

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IN APPALACHIA

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Youth Development Leadership Program
of the

Appalachian Regional Commission
1666 Connecticut Avenue NW
Washington, D.C. 20235

April 1971

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"America has never placed great emphasis upon the leadership training of its people. It has always been falsely assumed that good leadership just happens. It does not, and we have paid a high price many times for that false assumption. In fact, as someone has suggested, American society innoculates its young with an antileadership vaccine, giving them few skills and no opportunities to learn about and do something about the problems we face in social change. Unfortunately, rural areas and underdeveloped regions such as Appalachia have borne the major cost of this neglect -- a cost they can ill afford.

It is thus a paradox to note that the first coordinated program strategy to address this problem on a regional basis began in Appalachia itself through the Appalachian Regional Commission's Youth Leadership Development Program. Educators have led us to believe that the classroom is for learning, the community for working. And they have never encouraged much leadership in the classroom. Government youth opportunity programs have traditionally either served young people or provided them with lowly jobs like cleaning roadbanks. It is encouraging, therefore, to see a program in action which combines service with learning, job opportunity with leadership training and program operations with institutional redefinition and change.

Perhaps the most unique aspect of this program is that it does not superimpose activity upon existing institutions, but instead concentrates its attention upon instititional commitment and achievement so that the activity continues when the funding is no longer there. The ways that it enables work-study funds to be used to combine community service with learning, as opposed to mere cafeteria work, is an example. Because of the diversified way that this program has facilitated youth participation and youth leadership training by encouraging youth to develop a regional consciousness and skills for regional development, the country would do well to examine its success as it looks to questions of youth participation and national regionalization."

-Paul Nachtigal
Ford Foundation Leadership
Development Program

"Education is essentially finding out about yourself and how to deal with your experiences. But you can't find out all about yourself in classrooms and their walls limit what you can learn. Suppose, though, classrooms were without walls and you studied in the world with your teacher as a friend and guide."

-Dr. Richard Hoffman
Mars Hill College
Mars Hill, North Carolina

INTRODUCTION

In Appalachia today more than three-quarters of a million young people sit in the hollows and hills unmotivated, uneducated and unemployed. Thousands of other young Appalachians -- the so-called "migrants" -- find their version of crippling poverty in the hostile slums of cities like Cincinnati, Chicago, Indianapolis and Detroit.

In the Appalachian region, more than one-half of the students do not graduate from high school. But those few who do graduate, and that even smaller number who enter college, often are led into believing there is nothing they can do to change the region. Excluded from meaningful involvement in the process of uplifting their area, the most talented and most uneducated alike often feel they must escape. In West Virginia, for instance 70 percent of the young people leave before they reach the age of 24.

A confluence of problems has led to atrophy of young talent at home. Youthful potential is fading into hopeless alienation. But medical nursing students are aiding other youth in providing training and manpower for the Commission's newest human resource program in child development. Recent reports indicate that Commission activity has markedly improved the vocational training available to youth in the region. The rising consciousness among youth of Appalachia's uniqueness and potential portends significant changes to translate these promising beginnings into concrete realities.

The continued outmigration of young people, the high dropout and unemployment rates, and the lack of sound regional studies and development programs at the secondary and college level are the factors most obviously limiting the development of full educational and economic opportunities for Appalachian youth. Too little attention especially has been devoted to improving the role of higher education in regional development. At the end of this report we have provided a number of discussion papers which we hope will aid in the analysis of these important issues affecting youth development in the region. If all the institutions in the region recognize the need to make this the "Decade for Youth Development," we can guarantee Appalachian youth equal opportunities with youth in the nation. If we fail to heed the voices of Appalachian youth in this endeavor, however, we may expect to repeat the mistakes of the nation in dealing with its youth. We still have a choice.

Jim Branscome
Director
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This first annual report of the Appalachian Youth Leadership Development Program describes in a summary fashion some of the philosophy and activities of the program. We believe the activities described by this report represent significant developments in providing new opportunities for Appalachian youth to participate in the development of their own region. It is the potential for greater involvement displayed by the youth that is the most encouraging, however. Whether or not this potential is realized will be the true measure of the success of regional development efforts.

Appalachian young people in many areas of the region now have a significant voice and opportunity for involvement in the local planning and development districts organized by the Appalachian Regional Commission (ARC).

Tony Spencer, a seventeen-year-old youth in the Kentucky River Development District, acts as a voting member of that district's board to represent the youth of the area. Studies and projects described in this report tell how youth throughout the region are affecting in measurable ways the organizations planning and carrying out the development of the region.

Appalachian Studies programs assisted by the Commission and other groups are providing additional youth with the leadership skills and public advocacy resources they need to have a voice in deciding the future of the region. Public needs which otherwise would go unmet are being addressed by regional students experimenting with new learning-service styles provided by the colleges and universities with Commission support. Still, "economic refugees" are being forced to flee the region, adding to the problems of urban areas and leaving behind a future welfare generation in the making.

The region was not always the gainer when one of its young persons did complete his education. Demographic studies indicated that those trained in the region's colleges migrated in significant numbers to other areas. For example, 85 percent of the teachers in the Hamilton County and Cincinnati, Ohio, school systems were Appalachian immigrants. Nearly

70 percent of the young teachers returning to, or remaining in, the region were leaving after four years. The obvious result was the steady aging of Appalachian teachers and a tremendous loss of talent.

Appalachian youth were also not being encouraged to stay and respond to the tremendous health problems. The region now needs 6,240 doctors in order to reach the national average. And statistics portend a darkening cloud over the health crisis: the average age of Appalachian doctors is 55. However, Tennessee, which is tenth in the nation in the training of physicians, is only able to retain 30 percent of its graduates. The University of Kentucky has trained 399 physicians since the founding of its medical school, but only 32 practice in the state -- and not all of these are in the Appalachian Region.

The Youth Leadership Development Program was established to aid Appalachian communities in interesting young people sufficiently in the region so that they would want to remain and help build the future and to become a new generation of leaders. Up to that time there had been little emphasis on the involvement of native Appalachian youth in the development of the region.

The program's premise was that the most effective way to build new leadership was to encourage meaningful involvement of young people in development programs, to give them the opportunity to work with existing leadership in carrying out development projects and to create opportunities for young people to organize such activities of their own.

As adopted by the Commission, the Youth Leadership Development Program seeks to:

--assess the nature of the impending crisis in leadership in Appalachia, define the problem and help the states create public awareness of the need to train more young people as future leaders of the region;

--encourage all of the region's institutions, public and private, but in particular the educational institutions, to develop creative methods for training new leaders;

--develop special youth plans and programs which will enable these young people, working with various groups in the region, to learn leadership techniques through practical involvement in the development of Appalachia;

--bring together present leaders and engage them in the development of new young leaders through such devices as interships snd apprenticeships;

--work with various service and voluntary associations to promote more active participation by talented citizens in developing the region;

--work with businesses and other groups to stimulate youth employment in the region; and

--create among the young people in the region an awareness of Appalachia's considerable future potential, a pride in its past, an understanding of its problems and a commitment to stay within the region and help build a better future.

Primary emphasis has been given to youth programs organized on a community, county and district basis under the direction of the local development districts. A special effort has been made to organize the non-student population -- the dropout and the employed or unemployed youth.

Youth Leadership Development Programs have developed along different lines in different districts; however, all involve the participation of Appalachian youth in the affairs of the region. During the summer of 1970, Commission assistance enabled more than 500 Appalachian young people to participate as interns in all types of development projects in the region.

In addition, several thousand other young people were involved in youth council activities, youth involvement seminars, day-care programs, youth opportunity camps and many other development projects initiated with Commission support.

LEADERSHIP TRAINING THROUGH INVOLVEMENT

"Young people need something positive to respond to, some high enterprise in which they can test themselves, fulfill themselves."

-President Nixon

"Every boy and girl living in our free dynamic society must be given opportunities to pioneer, to contribute a fair share to the building and developing of our land while he is young. The counsel of delay, of the pot at the end of the formal education, degree-strewn rainbow, will not do. So many of our youth are bored, restless, well-fed and eager to 'do something'."

-Leon Lessinger
Supt. of San Mateo Union
H.S. District
California

"The zeal of young people to build a better society has never been clearer than it is now. Yet opportunities to work constructively for a better society are limited."

-National Service
Secretariat

In an age of increasing alienation and dissatisfaction on college campuses, service-learning internships are turning college students on to the possibilities of progress. By combining community service with a broader definition of education, the service-learning approach meets the needs of students and colleges, and the larger community. The student learns more about himself and how to deal with his experiences. The college discovers a new sense of excitement and student initiative on campus. And the community is supplied with new sources of manpower to meet public needs.

The interns are college students selected to work under the supervision of public agencies and faculty advisers on projects dealing with community problems. The service is supplied by the student's work for the agency. The learning is the experience the student gains· the perspective which carries beyond the classroom. Together they make up an exciting new approach to education. As Robert Sigmon of the North Carolina Internship Office says: "Service to the community, service to one's fellow men, turns out to be inseparable from the learning process."

Sigmon has identified three major deficiences in the present educational approach which contribute to the alienation of many of our young people.

LEARNING FROM EXPERIENCE

The first is the failure to recognize that learning is constant in the life of every individual and that experience itself can be education. The present pattern of formal education assumes that an academic degree certifies a man to be competent to enter public life. The educational system assumes that some body of knowledge is automatically communicated to an individual by his exposure to the cultural and intellectual traditions of Western civilization, and that a person appropriates and uses this information to meet the demands of his life.

But to assume that human life proceeds <u>deductively</u> -- that is, that human action is always the result of the application of some principle -- seems fallacious. On the contrary, philosophical inquiry and thought begins with human experience. For example, although it is not taught this way, Kant's thought and argument were derived <u>inductively</u> from his attempts to make sense of his experience. Formal education practices frequently fail to recognize that life proceeds inductively.

It follows that a more sensible approach to education would be to help students to examine their own experiences as creatively and critically as possible. Formal education too often provides little opportunity to learn or to solve practical problems. Little attention is devoted to analyzing life styles, to understanding processes, to examining how institutions influence behavior. Most current emphasis is still on factual information, content delivery and the preparation of specific skills. But research now affirms that within five years this kind of education is either forgotten or outdated.

LEARNING FROM OTHER CULTURES

A second deficiency of formal education, which is particularly severe in parts of Appalachia, is the lack of emphasis on cross-cultural experience. Although exposure to other cultures and life styles through the mass media is high, understanding of diverse behavior patterns and cultures is minimal. This paradox is due largely to the fact that exposure to other cultures is passive. Only by living in a different cultural context and by experiencing other behavioral patterns and modes of thought does an individual become aware of cultural distinctions and of the values which are uniquely his own.

If the goal of education is to learn how to learn, such experiences are not only valid, they are essential. When an individual visits a mental health facility, a management arm of a large business or a black community, he comes to appreciate both genuine differences and shared values. Such a cross-cultural experience enhances an individual's ability to reason inductively and to conceptualize on the basis of experience.

LEARNING FROM AUTONOMY AND INITIATIVE

The lack of emphasis on developing autonomy and in fostering student initiative is a third deficiency of present-day formal education. Students have been taught with authoritarian support for so significant a portion of their lives that they find it exceedingly difficult when they are forced by necessity to teach themselves. As it is currently structured, formal education tends to tell students what to do, how to do it, what is important and what is unimportant. A very dangerous result of this directive approach is that it produces people who are willing to have things decided for them. It does not create confident people whose learning is self-generated.

The internship programs funded by the Appalachian Regional Commission hope to supply what is missing in formal education: experimental learning, cross-cultural settings, and student initiative and autonomy. Such programs provide an alternative to student alienation: meaningful involvement.

SERVICE LEARNING APPROACH

The service-learning approach has three basic assumptions and objectives:

1. College students are a significant source of manpower for meeting public needs.

2. The world of public agencies and needs beyond the classroom is a learning environment that is grossly underutilized and there is a need to foster this understanding.

3. There is also a need to facilitate the development of institutional relationships and linkages which might enhance these primary objectives.

Mars Hill College in Mars Hill, North Carolina, is one of the colleges which has incorporated service-learning programs into its curriculum. Since 1969 over 80 students aided by ARC funds have spent summer vacations in the region working on public service projects designed to use their academic skills in meeting real problems. Among the projects were a rural road survey which led to revision of the state's highway code, a feasibility study of the federal food stamp program which was adopted by county government and a report which pinpointed sources of pollution for a local air pollution control agency.

Other Mars Hill students were involved in independent service-learning field work during the regular semester as part of their academic work. One wrote the first history of a nearby town that was a famous pre-colonial resort for coastal planters. Another was interested in children's choruses so he organized several in local high schools. Two physical education majors made a feasibility study of a summer camp for rural youth and made the camp a reality the next summer.

At Mars Hill and elsewhere, service-learning has finally allowed the word "adventure" to be meaningfully attached to descriptions of the educational process. Dr. Richard Hoffman, vice-president for academic affairs at Mars Hill, reports, "Students have become excited, teaching has become vital and the total college and community have become enriched."

"The real excitement," for Robert Sigmon of the North Carolina Internship Office, "is what happens to a student who gets a taste of confronting an issue and seeing something happen as a result of his effort; to a student who begins to sense that his own limited exposures to real life have been protective and begins to see the vastness of expansiveness and heterogeneity of human experience; to a student who begins to take charge of his own life, his own educational agenda and to realize that he can cause things to happen rather than have them happen to him. This is excitement and one of the payoffs of the service-learning internship style."

The service-learning approach is opening possibilities throughout the region. Sally E. Praete, the coordinator of a 1970 summer internship project for the Economic Development Council of Northeastern Pennsylvania, concluded: "The most promising use of our Youth Leadership Development resources is to encourage colleges and universities throughout the region to incorporate into their curricula some of the elements of our summer 1970 program. In particular, faculty supervision and accreditation for largely student-defined projects addressed to solving actual community problems...

"We see great value accruing not only to youth in such a program but to the university and college in toto, in service agencies and through this new combination of resources, to the whole community.

"Summarizing some of these values, too briefly and therefore crudely, for young people an almost desperate need can be met for identity and role through an opportunity to have responsibility to persons beyond one's self. The growing academic and general social turn-off may be reversed by channeling students' demands for action and the deep concern which inspires it."

Service-learning cannot be a panacea for the problems that confront the young people of Appalachia. In a sense the program only begins to treat the difficulties caused by much broader economic, social and political problems. But service-learning can begin to create a new spirit of hope. It can help to revitalize the colleges which have only begun to meet students' needs and face the regions's problems.

One may simplistically suggest that there is a struggle commencing for the minds and energies of our youth. It is not a battle to be waged against a foreign invader. This is an internal test of our own capacities. The solutions are to be found with our own leaders and our own resources, or they will not be found at all.

Robert Kennedy was once asked about the "new breed" of young, radical, political activists. Kennedy responded that for many of them the whole thing had gone too far. Many were too bitter and had been hit on the head and arrested too many times. As far as America went, they could be forgotten; the only hope was for the other young Americans who could be encouraged to stay within the system. To keep them, however, it would be necessary to offer these youth realistic alternatives that would enable them to work within the system.

In a sense that is what the service-learning internships are attempting to do for the youth of Appalachia. Their political and educational institutions must demonstrate to our potential leaders that there is indeed hope in the system and a future in the region. Ways must be found to turn youth on to the possibility of progress.

Appalachia has unique challenges to offer its youth. Elsewhere students may be increasingly "dropping out," and turning on to drugs and acid, with no hope in "The System." But in Appalachia there are overwhelming battles to be fought against poverty, against hunger and against the mindless destruction of our natural resources. Rather than migrating, as depressing numbers of young Appalachians have done, youth must be encouraged to stay and offered chances to join a new cooperative effort in what ARC Executive Director Ralph Widner has called "America's last frontier."

The service-learning internship programs offer the most promising device for engaging the youth of the region in meaningful involvement and self-development. It will not always be a smooth program; styles and modes of thought may grate at times. But as President Nixon told the students of the University of Nebraska: "There can be no generation gap in America. The destiny of this Nation is not divided into yours and ours. It is one destiny. We share it together. We are responsible for it together. And in the way we respond history will judge us together ... so let us forge an alliance of the generations. Let us work together to seek out these ways by which the commitment and the compassion of one generation can be linked to the will and the experience of another so that together we can serve America better and America can better serve mankind."

REGIONWIDE:

The health manpower shortage in the United States has passed the critical stage and is now recognized as one of the primary factors in the inability of the existing system to provide optimum care to large segments of the American population. In the Appalachian Region, the problem has reached the acute crisis stage in a growing number of specific counties. In a majority of the counties of Appalachia, the physician-patient ratio is far below the national average and, in come areas, there are no physicians readily available at all. Available information on physician manpower in Appalachia indicates that 2,400 additional physicians would be needed to provide an area ratio of 100 physicians for every 100,000 persons, and 6,240 physicians to equal the current national average of 140 physicians for every 100,000 persons. One way the Commission has chosen to address this problem is to involve representatives of the nation's young medical manpower in the region during the summer under the sponsorship of the Student American Medical Association (SAMA).

SAMA, with the Commission's assistance, sponsored a summer project for 141 medical, nursing, pharmacy and dental students in 12 of the 13 Appalachian states. The program was designed to supply needed manpower to assist local doctors, and to interest health science students in practicing in Appalachia after their internships and residencies.

During the summer of 1970, each student was assigned to a local physician -- a preceptor -- who introduced him to community officials and "legitimized" him in their eyes. The students' experiences depended on their particular preceptor, but many took histories, gave physicals and even delivered babies with supervision.

In the summer of 1971, SAMA plans to form interdisciplinary health teams which either will participate in ongoing projects or innovate health care projects through creditable program preceptors. The program also will emphasize studies of health care systems and ways in which medical schools can better meet the needs of Appalachia.

Sixty-five percent of the students who participated in the 1970 program, said they definitely would consider returning to the region to practice. And student-initiated curriculum reforms are now underway in the region's medical schools.

Mere program descriptions are pale in contrast to the excitement and sense of meaningful involvement experienced by many students. Perhaps "summer scenarios" of some of the 1970 programs can best express the experiences of Appalachian youth helping Appalachia:

KENTUCKY:

Sarah is nine and shy of strangers. As a child of a Kentucky mountain hollow, her life has been a far cry from the promises offered in "the great American Dream." But now Sarah was all smiles. She had just won the daily "toothbrushing contest" -- that new sport just introduced in Kentucky. While a new toothbrush seems trivial in the shadows of Appalachian poverty, things were happening that offered limitless potential and possibilies.

As the new featherweight champ of the Pippa Passes toothbrushing world, Sarah was one of the many children reached by the 25 student nurses participating in the Alice Lloyd Community Outreach Project (ALCOR) conducted by Alice Lloyd College and funded by the Appalachian Regional Commission. Living with the local citizens in the area's isolated hollows, the student nurses worked for 10 weeks, seeking out health problems and gathering medical information, as well as organizing those popular tooth-brushing contests for children. As the children's friends and neighbors (many of the students were from the region), the student nurses also served as role-models, the best and most effective way that health education can be taught. The nurses, assisted by 45 Alice Lloyd students, found that health problems afflicted nearly 40 percent of the 10,000 people reached by ALCOR last summer.

The immediate impact of summer programs is limited, but as the program description of ALCOR states: "The investment in lives is the greatest endowment that can be made in this century. Only time will show the tremendous impact this unique program will have on the Eastern Highlands of Kentucky. There are already signs of growth and maturity here. Youth with high ideals and solid education are now serving this area. It is our fondest hope that additional youth will find a life of service in their country through education and community involvement stimulated through this program."

* * *

A severance tax on coal to help finance Appalachian needs was one of the major proposals recommended by 57 high school and college students who gathered at a three-day seminar at Lees College in Jackson, Kentucky, in June 1970. Sponsored by the Kentucky River Development District, the seminar was designed by allow students to discuss problems confronting the district and to try to establish procedures which would involve youth in solving these problems. The student participants had been chosen by the county youth councils and were assisted by local community leaders and state specialists.

* * *

Six student interns helped bring the government to the people of Southeastern Kentucky last summer as part of their work for the Kentucky Infant and Preschool Program Planning Project (KIPP). Working for the Cumberland Valley and Kentucky River Development Districts, the interns played an important role in helping 16 counties plan child development programs.

After one week's orientation, the interns held meetings in each of the 16 counties to ascertain the overall child development needs, what agencies were working to meet the county's needs and what remained to be done. Each county held at least two communitywide meetings, open to all citizens, where local leaders, lay people and agency personnel could express their views. The meetings were planned, conducted and publicized by the interns.

At the beginning of the summer, many people were skeptical about whether young interns had enough technical knowledge and community organization skills to carry out this program. At the end of the summer Mrs. Jewel Hamilton, administrative assistant to Governor Louie B. Nunn for human resource services, commented: "Their work was excellent. We could never have completed our planning without them."

* * *

The Lake Cumberland Area Development District sponsored an internship for a local college student with the mayor's office in Campbellsville. The student conducted research studies into various local needs.

WEST VIRGINIA:

Tom was about 13. Some call it "the awkward age," but it is more like the neglected age. Entering the later stages of the "6 to 16 gap," he normally would have had little to occupy his summer days. Too old for the day-care centers, the "pre-adolescent" is also too young for the summer programs for high school and college students. With little institutional encouragement and less personnel guidance, the boy ordinarily would have been left to drift by himself, waiting out the long summer.

But that day Tom nearly shook with excitement. Right in front of him, up on that big stage in Beckley, the story of the Hatfields and McCoys was unfolding in an outdoor drama based upon Appalachian history. Months later Tom was still telling his friends about the Hatfields and McCoys and it appeared that at least a small step had been taken to reach the goal of the West Virginia Youth Leadership Development Program. That goal was to provide disadvantaged children with an environment which would help develop their awareness of what they can do to affect their communities.

The program established 15 Youth Opportunity Camps (YOC) for some 2,300 underprivileged children like Tom, aged 9 to 14.

The youth leadership aspect of the program was emphasized in two ways: first, programs to help the young campers develop the social skills and sense of self-worth which are prerequisites for later leadership; and, second, use of older area youth as volunteers, to give them leadership experience as they worked as planners, counselors and supervisors.

In Logan County, for example, older youth tutored younger children during the camping session and continued to do so during the year. In Roane County, the YOC organization and the local Community Action Agency cooperated in planning and administering a camp. As a result of this experience, the two organizations decided to merge and form a new Youth Council. One of the major activities planned for the council was development of a program in which young people of the county could gain experience in the fields of business, recreation and education, thus maturing their leadership skills while helping the county meet its need for economic development and social services.

Although most (11) of the camps were residential, four day camps were included in the program. Activities varied from one camp to another, but usually included arts and crafts and sports, a nutrition education program, instruction in good grooming, some individual or group counseling and group leadership development activities. Some camps focused a portion of their activities on special subjects of interest in the area. Calhoun County, for example, oriented its program toward conservation and ecology. With the help of local and federal funding, the children were taken on field trips to strip mines, conservation areas and state parks. Raleigh and Mercer counties utilized the resources of their Appalachian Center Area Office to incorporate the mountain heritage theme into their camp activities. Camps in several counties in the southern and central part of the state took their children to Beckley to see The Hatfields and McCoys, the play that had thrilled Tom.

ALABAMA:

The 17-year-old girl sat back confidently in the mayor's chair at city hall. The government had just been taken over by a group of fuzzy-cheeked high school students, but there was no panic. Neither had there been any sit-ins, trashings or other assorted activities often associated with the political activism of our young people. In Athens, students had quietly taken over the city government for a week as part of the activities of the Athens-Limestone Youth Council.

The young "mayor" and her five youth "city council members" had been elected and, with the assistance of the regular public officials, were offered an on-the-spot perspective of how city government works. During its tenure, the youth city council passed two resolutions later to be considered by the regular council.

Youth Council Week in Athens is just part of the many activities of the Alabama Youth Leadership Development Program, sponsored by the Top of Alabama Regional Council of Governments (TARCOG) and funded by the Appalachian Regional Commission. Twelve youth councils were formed in five northeast Alabama counties. Made up of more than 500 young people between the ages of 16 and 21, the councils plan and carry out programs designed to halt the drain of bright and promising young people from the region by involving them in local government and civic planning. Among the council's projects are publication of The Alabama Press, "an independent newspaper voice for Alabama's young citizens," a personal awareness program and a youth entrepreneurship project. In August 1970, representatives of the youth councils met at the University of Alabama to coordinate programs and develop communication among the youth in the six-county area. Students were elected to a regional youth council which meets periodically and plans seminars on issues of interest to the youth of northeast Alabama.

Future projects planned by the youth councils include: job fairs at which the unemployed young people can become acquainted with employment opportunities in the area; stay-in-school programs designed to inform students of the value and importance of higher education; trade scholarship programs to inform young people of vocational career opportunities and to raise scholarship money for those who require financial aid; and Leadership in Action, a programmed (i.e., do-it-yourself) leadership training course.

Another facet of the TARCOG Youth Leadership Programs was the summer work of eight interns who conducted a survey in five TARCOG counties to determine what services and facilities are available in each county for early childhood development. A three-day training session introduced the interns to various types of child development programs and possible sponsors.

NORTH CAROLINA:

The small boy approached the larger figure slowly. It was the last night of his five-day "summer camp" and he wanted to ask his new-found friend, the college student turned camp director, a question. Five days ago he had never really been out of his mountain hollow. Four days ago he was still "homesick." Three days ago he knew little about Appalachian folk-craft. But that had all changed. Hesitantly, the boy looked up and, beginning to smile, plaintively blurted out his question: "Are we going to have camp next year?"

The two student interns who had developed, planned and finally operated the summer camp for the low-income children of Madison County, needed no other reward for their long and hard work. It had all begun as a feasibility study as part of their academic work at Mars Hill College. Now, months and countless frustrations later, they had seen their own ideas turned into reality by their own efforts.

In a sense that is what the North Carolina Intern Office is all about. With the most developed program and widespread use of the service-learning approach (fully described on pp. 3-8), the NCIO with ARC assistance sponsored more than 100 interns last summer.

The North Carolina program, conducted with a number of colleges and universities, sponsors a wide variety of internships for college students. Students conducted housing surveys, sampled air pollution, organized recreation for younger children, prepared child development studies, as well as a multitude of other projects.

During the summer a day-long seminar for the interns was held at Warren Wilson College. Along with a number of local development district directors, faculty advisors, and AhC officials, the students discussed the goals for human development in the region, the role of youth in that development and the educational significance of youth development in the region. The students also appraised the student intern program.

* * *

High school students have also been active in North Carolina. A 10-man ad hoc committee, known as the Task Force on Student Involvement, composed solely of high school students, formulated a booklet, "Student Involvement: A Bridge to Total Education," which advocated that students be granted a greater role in advisory and decision-making operations in the schools. The task force is also becoming involved in community activities. Students connected with it are working, for instance, to set up the day-care centers in Madison County.

PENNSYLVANIA

Yale had never been like this. Amid a clutter of charts and field scribblings, the student had the feeling that all these papers and figures were coming alive, massing an attack on his organizational skills. Back in the economics class, such things had been reduced to chapters and blackboards, but now he had come home to work as a summer intern. His work involved real people and data collection and all the other things that compound the complexity of the world outside the classroom. But by the end of the summer, the student had triumphed over these scrambling bits of data and, as the leader of a five-man intern team, had helped pull all the research together. The result was a large bound volume entitled "Five Year Plan - Physical Facility Requirements," which provided the Turnpike District Planning and Development Commission with a much needed inventory of what physical facilities will be required in the next five years in the district.

There were 41 other college students working as interns for the Turnpike District. Intern teams worked on research projects which analyzed industrial development and tourism and recreation facilities. Students also worked on housing surveys and manpower programs for the Commission, and a number of interns assisted county planning commissions and local government units. Projects ranged from a bridge survey conducted by two engineering students to a mobile health unit staffed with a student nurse.

One indication of the program's success was the fact that Cambria and Blair counties asked their interns to continue working three weeks beyond the end of the regular program -- and paid their salaries out of county funds. Senator Hugh Scott called the turnpike summer program "a model undertaking in the involvement of our Commonwealth young people in community affairs."

* * *

Six other development districts in Pennsylvania also utilized college interns in the summer of 1970.

--The Economic Development Council of Northeastern Pennsylvania in Wilkes Barre employed 11 interns. The students worked on projects involving organizing youth councils, surveying economic opportunities for college students and the effect of water pollution on industrial development. One intern stayed on working part-time at the Council which plans an expanded program for summer, 1971. The EDCNP is especially interested in developing service-learning internships and utilizing the resources of local colleges.

--Nine college students worked in a program developed by the Northwestern Pennsylvania Regional Planning and Development Commission in Oil City. The students worked under faculty members at Allegheny and Clarion Colleges conducting aquatic biological and mosquito surveys for the State Department of Health.

--The North Central Pennsylvania Economic Development District in Ridgway sponsored internships for 24 students. The interns worked with local county planners conducting a survey of junk cars and trash piles and noting the locations of abandoned houses. They also assisted the County Planning Commission in conducting the "Operation Breakthrough" housing site survey. One student served as the youth program coordinator and research aid in the NCPEDD office.

--Thirty-six students worked as interns for the Southwestern Pennsylvania Economic Development District in Pittsburgh. Each intern worked on a specific research or data-collection project for a government agency within the district's nine counties. The interns also attended a state and local government political science course one afternoon a week at Penn State's branch campuses.

--The Northern Tier Regional Planning and Development Commission in Towanda employed five interns. Each student worked on an industrial site and building survey for one of the five counties in the Commission.

--The Susquehanna Economic Development Association put three students to work this past summer. Two students conducted county health facilities surveys and the other intern assisted a county planning commission.

VIRGINIA:

Four local college students rolled up their sleeves and went to work for the LENOWISCO (Lee, Norton, Wise and Scott Counties) Planning District Commission in Big Stone Gap. The college interns completed housing and land use surveys for the Commission and were active in the affairs of the region. This work proved very useful to the Commission which reported that without the assistance of the interns, the district program would have experienced at least a one-year delay in performing planning tasks now completed.

In close cooperation with DILENOWISCO Educational Cooperative and Clinch Valley College, the Commission is now planning new projects for the Youth Leadership Demonstration Program. The Commission plans to hire 15 college interns to work in the summer of 1971 on activities related to community development. Other projects include a tutoring program, seminar and training programs and the organization of county and district youth development councils. The Commission is also exploring the possibility of involving business students at Clinch Valley College in the sponsorship of a low income housing project. The program will also seek ways to involve the area's young people in projects related to child development.

TENNESSEE:

The mountain woman enters the school building down at the end of the road in Briceville, an old mining village at the foot of Cross Mountain. She leads a 10-year-old boy -- the son of her daughter who has left the Southern Appalachian region to find work in Cleveland, Ohio.

With modesty and dignity typical of her age and region, she prepares for a physical examination. A young man in a white coat and a young woman begin with a tuberculin skin test.

In another classroom, her grandson is undergoing a similar examination.

The young man in the white coat, a fourth year medical student at Vanderbilt University, and the young woman, a Vanderbilt nursing student, talk with the woman after they examine her.

From the results of their tests, they know she needs extended and costly medical treatment. She does not have the money to pay for it and she is too young for Medicare.

The Vanderbilt students will help her solve her problems as best they can. They will take her case to the Anderson County Public Health and Welfare departments and get glasses for her grandson through a local service club.

At Bethelehem Center on Charlotte Avenue in Nashville, not far from the campuses of Vanderbilt and Meharry Medical College, a similar scene takes place. Two women medical students from Meharry are examining children who are wards of the State Welfare Department and are living in foster homes.

These scenes begin to describe the activities of the 51 students from Vanderbilt University and Meharry Medical College who left behind their neat libraries and laboratories for a summer and found out what medical care in Appalachia is all about. Participating in the Student Health Coalition's Project Community Outreach II, students from medical, dental, nursing and law programs cooperated in an attempt to bring better medical care to the isolated hollows of Appalachia. The medical students assisted community health personnel in arranging health fairs and administering screening tests. Other students were active in helping the communities organize on-going health councils and the follow-up work after the health fairs. The law students, most of them field workers, showed residents how, for example, to get Medicaid and black lung benefits.

Although the students were critical of facets of their own program, they generally agreed that the summer was a very promising beginning. An estimated 6,000 Appalachian residents, many of them children, benefited from the Vanderbilt effort. The students were praised by many of the public officials with whom they worked. Dr. Robert Sanders, director of health, Rutherford County, Tennessee, commented: "I have talked to no one who would not welcome you /the students/ back with open arms. Your group did a magnificent job and we are all most appreciative."

Not only did the communities gain new sources of manpower for their health needs, but the students themselves benefited greatly. New interests were aroused in the region's health problems and the students carried their new awareness and concern back to school. This fall the Vanderbilt Medical School has instituted three new courses dealing specifically with the health needs of Appalachia. Students who have been active in the summer programs have been the major thrust behind such curriculum changes.

* * *

Elsewhere in eastern Tennessee, Youth Leadership Development Programs of a different nature were in operation. In February 1970, the Upper Cumberland Economic Development District began a youth development program involving 14 students. Seven of the most promising students were selected to work full time during the summer to gather further information, to train for leadership positions and to help organize youth development groups among high school students. Those selected lived for two-week periods in the county seats and small towns in this area of small coal mines and rugged terrain, and spent their days and nights with the county judges, lawyers, school superintendents, merchants, miners, farmers, the poverty-stricken and young people.

* * *

The East Tennessee Development District began its Youth Leadership Development program on July 1, 1970. The program selected 16 undergraduate Appalachian Fellows, who receive a yearly stipend out of the Appalachian Regional Commission funds allocated to the district. They worked 12-14 hours a week during the fall and winter quarters in developing youth programs. After analyzing the communities and areas which would be accessible from his college campus (including in many cases his hometown), each Fellow will choose an area where he feels his efforts can be most effectively directed and will then proceed to help organize a program designed to engage youth in solving the problems of that particular area or community.

In addition to the Appalachian Fellows, the ETDD is tapping another source of young talented personnel for its youth program. Three university graduate students are serving as interns in the district Youth Leadership Development Program. Given the title of student program codirectors, they furnish important liaison and coordination among the colleges and universities, the communities where Appalachian Fellows are working, the district and the various youth groups functioning throughout the region.

There is no set formula for determining the form that these independent youth programs will take. One of the most important parts of the Fellow' work will be defining the problems of the specific area, the type of youth programs that would be most helpful and valuable, and then helping a program to take root. The development district has already begun work on several specific programs involving the youth of the district. They are:

--Youth and Public Officials Discuss the Issues Conference. In cooperation with the League of Woman Voters, the district is organizing the pilot conference in a state wide program designed to bring young people and public officials together to discuss public issues.

--Dropout Program. The East Tennessee Development District is planning a concerted program to identify and help the student who is, or may become, a dropout.

--Program for High-Risk College Students. The development district is cooperating in the Talent Search Program organized by the Mid-Appalachian College Council, a consortium of area colleges which have agreed to place high-risk students -- students who lack the usual credentials of acceptable grades and test scores, but who demonstrate in other ways the qualities required for success in college -- in their freshman programs.

--Program for Job Corps Returnees. The district program staff is assisting Joint Action in Community Services, Inc. (JACS) in its program for providing follow-up to returning Job Corps trainees, helping them find employment and readjust to their home environment.

INTERNSHIP EVALUATION

The listing of internship programs in operation last summer reflects the side diversity of approaches and projects that were used in different localities. While some students were charting the levels of sulfur dioxide in the air, other interns were manning highway information booths. Interns conducted housing surveys and organized camps for low-income children. Projects were assigned to the interns by different public agencies and students developed their own self-directed activities. Academic credit was granted in conjunction with some projects while other internships had no formal academic connections.

All of the projects should be evaluated in light of the Youth Leadership Development Program's intention to aid "communities to interest their young people sufficiently in the region so that they would feel committed to remain and help build the future and become a new generation of leaders."

The Youth Leadership Development Program was only begun in July 1969 and, as many of its programs are still developing, there has not been enough time to measure its impact on the region's outmigration problem. However, readings of numerous intern reports point up certain general questions that should be considered if a comprehensive effort is to be made toward the Cimmission's aforementioned goal of developing a new generation of leaders.

I. SELECTION OF INTERNS

A. How was the criteria used to select the interns related to the goal of developing a new generation of leaders?

B. Was attention given to the potential as well as the past performance of the students?

C. What were identified as potential leadership qualities?

II. PRE-PROGRAM PLANNING

A. Was there an adequate definition of the purposes of the program?

B. Did the local agencies know what to plan for and expect from the interns?

C. Did the orientation sessions adequately meet the student's questions?

D. Was the student given a clear picture of his role as an intern?

E. Could the program have been better coordinated and implemented with the assistance of a state intern office, as is in operation in North Carolina?

F. Were students involved in the planning stages?

III. REGIONAL CONSCIOUSNESS

A. How was the "larger picture" of the region presented to the interns?

B. Were group seminars, conferences, field trips, lectures, etc., utilized as part of the program?

C. Were the intern projects designed to allow students direct contact with diverse segments of the community in which they were working?

IV. UNIVERSITY INVOLVEMENT

A. Were local colleges contacted to contribute ideas and their resources to the internship programs?

B. Could college professors have been used as project supervisors, providing students with more personal guidance than program coordinators or agency officials could supply?

C. Were ways to utilize college work-study funds for university-related projects investigated?

D. Was the North Carolina program for "service-learning" studies and were descriptions of this approach distributed to local colleges?

V. HIGH SCHOOL YOUTH

A. Could high school youths have been used to assist college interns?

B. Could college interns be used to help set up activities and organizations for high school youth?

C. Were local high schools contacted about gaining a role in the internship programs.

VI: FEEDBACK, FOLLOW-UP, REPORTS

A. Were the interns informed of the responses to their reports by the agencies or program director?

B. How are these reports to be used and by whom?

C. Were guidelines issued to the interns for their reports?

D. Was there any official follow-up between the agencies and interns after the summer?

E. Were any career opportunities opened up as a follow-up of the internships?

F. Were any plans made to assess the impact of the internship on the participating students?

WHAT THE INTERNS THEMSELVES HAVE TO SAY ABOUT:

A. outmigration:

"After studying the data received from the questionaires of Economic Opportunities for College Students, there is little doubt concerning the cause of his out-migration -- lack of challenging job opportunities at a decent wage level. The whole picture in Northeastern Pennsylvania can be greatly influenced by retaining the young people.

Less than ten percent of the college graduates that are applying for positions in Northeastern Pennsylvania are gaining employment. Immediate action must be taken if the Region hopes to retain its young people."

-Peg Filipkowski (Pennsylvania)

"A young person who left the area to attend school or even to serve in the Armed Forces faces a boring, if not dismal, prospect upon returning. He can rarely find a satisfying job. He is surrounded by apathetic 'I-like-things-the-way-they-are' people who oppose all changes. His children would be educated in schools which would eventually paralize them through a lack of modern subject matter such as modern romance language and up to date teaching methods. His evenings and weekends are empty because of the lack of cultural programs and youth-oriented recreation facilities."

-report of 24 interns with the
North Central Pennsylvania Economic
Development District

"The migration of youth is one of the district's major problems and with this in mind, should not the youth be involved in its solution. If one had a mechanical problem he would see a mechanic; then if one had a youth problem, should he not consult young people."

-Eugene R. Venesky (Pennsylvania)

B. youth:

"These expressions [feeling of being downtrodden] are voiced by youth as well as adults, yet their complacent apathy makes this voicing nothing more than pebbles thrown in a stormy sea. Youth exhibits the feeling of want, but it must be nurtured and caressed with all the gentleness that would be given to an innocent child. Youth expresses the feeling that there is either no one to turn to or that the ones they could turn to have already decided not to listen.

The hope of the Cumberland area is not in its youth, but in the generation now in power for it is this generation which will cultivate, stimulate, and guide the youth toward useful and constructive movements in the Upper Cumberlands. If the <u>new</u> generation does not accept this responsibility, it will be left to the next generation to provide the first stepping stone."

-John Glascock (Tennessee)

"What the black young people in Wilkes-Barre need is their own identity. There should be some better insights on black culture presented by the educational system of Wilkes-Barre City Schools. Once black people know their culture, they find their identity and from this, black people will work within society constructively."

-Maurice Peoples (Pennsylvania)

"There was no indigenous youth leader [in Wilkes-Barre]. The majority of youth were apathetic, responding neither to the RAP-IN nor the "Know Your Rights" cards distributed to draw youth to the group. I attribute this apathy to an uncertain or negative sense of self-worth to the community and to peers.

"Traditionally, such an [youth] organization is planned and perpetuated by concerned adult administrators, advisers and program directors as well as financial backers. The YMCA and CYC typify this patronizing kind of recreation/community service institution. A more radical concept of youth organization is that embodied in VOLUNTEERS: a group of youth coming together out of their own desire to accomplish a change or fill a need. Such a group is composed of youth working for community youth; by its nature, such an organization will face problems of continuity of action unless it can enlist a stable corps of youth leaders and some consistent financial backing."

-Carol Jackier (Pennsylvania)

"The contention here is that the formal educational system and the extra curricular activities offered therein do not meet the needs of the 'disadvantaged youth'."

-Barbara Shisnant and Morris White
(North Carolina)

C. government and society:

"Most of the people with whom we spoke had little understanding of their health and welfare rights. This lack of knowledge was compounded by their suspicion of us and imbred reticence. Consequently, there was no ground-swell of enthusiasm on the part of local people to learn about these rights. But considering that many people in this region depend on governmental largesse for their survival, the need for the awareness of health and welfare rights is apparent."

-report of Vanderbilt Law students
in Students Health Coalition

"I believe that there are human needs which our society in its present form does not meet and that there are a great number of popular assumptions which need a thorough reevaluation. Our country has never tolerated the personality of minorities very well, and a growing number of people of all ages feel themselves foreigners in their homeland.

"The experience I had with the EDCNP and YOU LEAD this summer has opened my eyes to many people I had given up on long ago.

I hope that violence and disorders in other parts of the country don't change any opinions about the direction Northeastern Pennsylvania should take. The only salvation is a fierce independence of mind that seeks the truth above all else, respects every person equally regardless of wealth or poverty and is not swayed by fad or coercion from any direction."

-Boykin Reynolds (Pennsylvania)

"The way to success is marked with many roadblocks. The most outstanding one, however, is the residents of the areas themselves. Filled with old-fashioned ideas, in many cases five years behind the times, these people regard progress with distaste and in many cases don't even want any part of it. In my opinion, these people, who make up a large portion of the population, kill anything worthwhile before it can get off the ground. The status quo might be changed for them and this would ruin their way of living that they have become accustomed to ... It's not that these people are totally against new changes, but that they won't support them ... I feel that all of the projects which the Commission undertakes will have little success unless the people who are involved are educated as to what the project is and are involved themselves in making it successful. By itself, the project when completed means nothing."

-Mark Senadow (Pennsylvania)

"I have found local government to be run directly or indirectly by local elitists; that is, those who hold power or influence in the community. These individuals can be very important in the implementation of a federal program. They, of course, depending on their opinions of a project, can exert a positive, negative, or neutral force on a federal program. Whatever force they exert has great influence on whether a federal program will be brought into a community."

-Gary Discavage (Pennsylvania)

"All rents for public housing should be uniform, varying only according to the number of children in the family. A rent governed only by income leads to friction among the occupants and causes a lack of incentive as the people realize that as their income rises, so does their rent.

"Yet another suggestion might be to set up some type of financial system where it is possible for those who wish to buy their unit on monthly payments may do so. This would help the occupants develop a little more pride in the maintenance of their unit and in themselves as well."

-Robert F. Pennington (Pennsylvania)

"The most interesting statistic proved to be that over 100 respondents were contacted in the city of McConnellsburg who were not counted by the 1970 census. The ramifications of this finding are vast."

-Robert A. Snyder (Pennsylvania)

"Since all of us will die sooner or later, no one should dictate how the other should die. Living in conditions that are controlled by others will kill some people. Being shuffled around without a voice in one's own fate will kill some people. Being housed in a unit with directions of how you must live and what you can own will harm still more of the people. Asheville, as in many other cities, appears to assume that the poverty ridden person has no psychological soul that should be heeded to. The result is a systematic program that turns human beings into vegetables with no hope, no pride and no voice in decisions that directly affect their lives. When this is accomplished the person no longer cares how he dies nor does the property of others have any meaning to him ... and the cities erupt."

-Robert Bacoate (North Carolina)

"Perhaps this confusion [of the poor people of Asheville] can best be illustrated by the prevalent use of the word 'they'. Residents seemed to use this word to describe anything they did not understand. 'They won't let me on welfare.' Further questioning usually revealed that the identity of 'they' was confused or unknown. In other words, 'they' often seemed to indicate an anonymous monolithic force which had a large measure of control over the lives of interviewers. Interviewers indicated feelings of helplessness and hostility concerning this force."

-Linda S. Harris (North Carolina)

"As government is viewed in the Upper Cumberlands, it becomes apparent that the major crisis is one of politics (the problem-solving method) rather than the real problems themselves. These political problems revolve around a decayed governmental structure (County Court system) and a decaying dynasty of political leaders. It should be apparent now that it is time for the people of the Upper Cumberlands to govern themselves rather than being governed by a minority aristocracy. These aristocrats exist for their own well-being and the explitation of human and natural resources of the Upper Cumberland area. In the eyes of the poor this is viewed as a continuing development of more country clubs, civic clubs, fancier new hospitals with higher costs, day care centers, and recreational and community centers that were built to serve the poor and now serve those who built it as an administrative office center and act as recreation and nursery centers mainly for the middle class.

"I think the best improvement would be the establishment of an agency that did nothing except assure that government structures performed their functions. There is a need for a Ralph Nader of the poor and common in the Upper Cumberlands. Such an organization could help in assuring that federal money to aid the poor is used for that purpose and that money is not spent just because it is available.

"The county court judge's term should be lowered to 4 years. This would provide more effective control and promote better service from the judgeship. The position should be on a full-time basis. The county judge should participate in all county activities including education

In the future it would be desirable if the county judge was an appointed (on a 2 or 4 year basis) rather than an elected official. What is needed is a professional administrator instead of a good hand-shaker. The county judge should be a catalyst for active and constructive growth for each county."

-John Glascock (Tennessee)

D. environment:

"It was found that the quality of the drinking water in the area /Clearfolk Valley, Tennessee/ was generally quite bad -- these water supplies constitute a serious hazard to the health of many of the people living in the valley and the dangers of fecal pollution demonstrated to be present are more than adequate to account for the incidence of infectious hepatitis and other water-borne diseases."

-Vanderbilt Medical Students

"Again, the issue returns to the question of furnishing jobs now and paying for pollution later. This area can no longer afford to be subject to the exploitation of its natural resources as it was by the coal mining industry in the past. We must accept the fact that a continuation of this type of pollution will greatly damage the area, both socially and economically. A degradation of the region will cause people to leave and will prevent drawing people into the region. Economically, this will exhaust the region and cause it to depreciate much the same as it did when the coal industry began to die."

-James McDonald (Pennsylvania)

E. health:

"We recommend that the agencies dealing with health services (Public Health Department, health councils, Regional Medical Program) elicit their recommendations for plans and changes from the consumers. This quite pointedly does not mean the local power structure but should include a quite substantial portion (50%) of those outside the present health care system."

-Vanderbilt Medical Students

"Perhaps most important of all /recommendations/ should be the change in attitude among the rank and file of the Public Health Department. Among a substantial number with whom we came in contact an air of cynicism and pessimism concerning the possibility of any change or improvement prevailed. This attitude was also displayed with respect to the large majority of people whom the Public Health Department serves. It was more a matter of let's do what's necessary according to our rules rather than let's do whatever is necessary to solve the problem. A creative, aggressive, enthusiastic atmosphere was definitely not present. To be successful (effective) it must be. Transportation is a problem.

An attitude of 'Let's bring health to the people' would be better than "let them come to the county seat for their immunizations."

-Vanderbilt Medical Students

"Evaluation data showed that the students perceived the major obstacles to health care in Appalachia as being insufficient health manpower, an unresponsive economic system, a lack of consumer initiative to seek health care, an inadequate organization of health care and a lack of consumer health education."

-Student American Medical Association

"The Cambria County Mobile Health Unit is a very worthwhile and much needed organization which can be a valuable asset to Cambria County. Through its efforts, many people, who ordinarily are unable to see a doctor, are reached by the Unit and given a thorough testing which can detect any serious existing medical problems.

"The irony of the whole situation exists in the fact that during the 10-week period that I was with the Mobile Health Unit, it was on the road doing adult screening only 10 days! This is due to the fact that the Unit was unable to receive State funds after May. The only reason it was on the road at all during June was because the funds received by the Turnpike Planning and Development Commission.

"In my opinion if the Mobile Health Unit had a hospital as its base of activities then it would be self-supporting and more readily accepted by both the state and the people in Cambria County."

-Victoria L. Tranquillo (Pennsylvania)

F. internships:

"Most of the interns came from rather well-off economic backgrounds. It would be good to increase the number of interns while also broadening the participation in the program."

-Boykin Reynolds (Pennsylvania)

"The 12 weeks made real an intuitive feeling I had had of the complexity of spurning social change. The layers of approach are both primary and secondary, on the levels of personality and issue. Before this summer, I had felt that primary rapport gets things done; through my internship experience I have come to value secondary alliances as the prerequisite to co-operative action. A need generates an organizer, not vice-versa; the organizer's style and personality are only tools to engage the interest and commitment of indigenous catalysts."

-Carol Jackier

"I was introduced to, brought fact to face with, problems I didn't even know existed in my own home area. I was given an idea of the difficulty and complexity of the task solving these problems require. The insight, not usually available to the general public, left me with an appreciation of local government I had not known before ... A still more useful ultimate result of these programs is that by giving young people a down-to-earth, grassroots foothold in the actual administration and development of their own environment, their own home, an interest is created which may help to persuade them to remain in that area which so badly needs their interest and abilities, and to take an active part in the governance of that area."

-Thomas Duman (Pennsylvania)

"I learned much about the area which I never knew before, even though I have lived here all of my life. Never before did I realize the need for a program of this type."

-David A. Kramp (Pennsylvania)

"There must be a means by which interested youth of college age can constructively help the people of the area, rather than simply talking of what should be done by others. There is a need to show adults that youth is interested in helping the development and improvement of their own home, despite alienating 'customs' which might appear in the 'generation gap'. The Summer Intern Program obviously cannot cover all of the needs of the area, but it is able to, and should be permitted to, continue to help as much as it can at least as a pilot for possible future such programs."

-Alexander Notopoulos, Jr.

"One can only be pleased that finally something is being done about what so many have talked about, and that is the outmigration of this area's young people."

-Eugene R. Venesky (Pennsylvania)

"I may not have learned what it's all about but at least I saw what it's all about. I really liked what I saw and I'm giving serious thought about working in this area in the future."

-Michael C. Brown (Pennsylvania)

"Although I have lived in Pennsylvania all my life, and supposedly learned about her various regions, I never realized all that my own back yard had to offer."

-Mary Jo Rosenhamer

"In the communities we visited, our group created interest and broadened awareness of the functions and goals of the Turnpike District Planning and Development Commission."

-David J. Black (Pennsylvania)

"The results of our [manpower] survey was the probable opening of approximately 200 jobs."

-Diana J. Fisanich (Pennsylvania)

"Perhaps what is more important is that this summer I changed. I became a better person in myself -- a more tolerant person, observant of others and more confident. I am much more aware of the problems besetting the area in which I live. Instead of joking about these problems, I learned that there are people dedicated to solving them and I hope that the work that I did this summer helped at least a little towards their solution. I also saw that there is a need for professionals in this area, and found some areas in which I might fit in."

-Diana J. Fisanich (Pennsylvania)

"With a better understanding of the good things happening in Blair County, I could very easily make it my home in the future. In my mind it has proven itself to be a place of opportunity."

-Michael A. Zanin (Pennsylvania)

"The practical application of my college education became a reality. The Blair County Planning Commission work I did was a continuation of classroom experience. I hope in the future, as was my experience, that the program continues to provide work so closely related to the student's academic interests."

-Thomas L. Tate (Pennsylvania)

"This county government it pleased me to learn, is one of the most efficiently run government organizations anywhere.

"My major displeasure with the job was that it had to end so soon and that the work we did will be stored, as is much the case, and the various government agencies which are responsible for improving housing in our communities will completely ignore the work done by some very competent individuals."

-Edwin L. Demi (Pennsylvania)

"This job [bridge survey for Blair County Dept. of Highways] showed there is a need for our level of services as there has been a neglection in this area. Other members of the community's servants have not had sufficient opportunity to perform all these duties. For example, in our study, we found a bridge inadequate for intended service. This fact was immediately brought to the attention of Gwin Engineers and restricted for public use."

-Henry Caporuscio and Robert Owens
(Pennsylvania)

"On most of these excursions [with caseworkers of the Public Assistance Office in Somerset County] I was more of an observer than an actual participator, but it was so surprising for me to realize how much I was actually learning regarding this office. I had so many misconceptions of Public Assistance and being around its workings for the summer really changed my mind. I have almost definitely decided to go into some aspect of Social Work after I obtain my degree. I occasionally thought of this field of work, but I didn't realize so many aspects of it until this summer."

-Patricia Policicchio (Pennsylvania)

"As interns we were able to provide some of the love, attention and companionship which seemed to us to be so desperately lacking in some cases. If there is any commodity which is most seriously lacking for a number of children at Pisgah View Apartments, it is LOVE, unfortunately a commodity which cannot be provided by government surplus programs or grants from the Department of Health, Education and Welfare ... As recreation supervisors, we had at our disposal little more than our childhood experiences and whatever sensitivities we possessed as human beings; nevertheless, we do feel as if we might have made a valuable contribution to the lives of a number of individuals."

-Bonnie Holland and Rick Brasington
(North Carolina)

"The intern enjoyed the work within the community. He felt that he was not a worker but one of them. They treated him with much respect and as if he had lived there all his life."

-Ronnie Richardson (North Carolina)

"The present intern team was careful not to accomplish everything this summer, thereby taking opportunity away from those coming after us."

-Barbara Shisnant and Morris White
(North Carolina)

"The decision of the merit of the 1970 Madison Youth Camp was made by the interns on the final night of the camp -- in the midst of tear stained faces, and loud monotone voices raised in the effort to render some camp song, wet sloppy kisses placed on the cheeks of counselors and the repeated question, "Are we going to have camp next year?"

-Barbara Shisnant and Morris White
(North Carolina)

HIGHER EDUCATION FOR APPALACHIAN YOUTH

One of the most serious impediments to the development of the Appalachian Region and its native leadership is the lack of higher educational opportunities for regional young people. At the present time the region needs more than 200,000 college graduates to equal the ratio of college graduates to general population in the nation as a whole. More than 900,000 high school graduates will have to leave the region during the 1970s due to the lack of job opportunities. Many of them are potential college students who could be educated and retained in the region if the proper steps were taken. Certainly more financial aid and general college support is needed if these students' are to get into college.

But economic hardship is only one facet of the problem. Penalizing students because of a poor academic background over which they had no control is the most severe.

Several groups in the region, with the assistance of the Youth Leadership Development Program, are attempting to address this problem through special admission programs often called -- for lack of better definition -- "high risk" student programs. The premise is simply that Appalachian students should not be penalized for their poor high school training by college admissions officers.

At a conference on high risk education in November 1970, the YLDP staff assisted the West Virginia Council of Colleges on Appalachian Youth in thinking through some of the philosophy and components which need to go into such programs. A discussion paper developed at that conference follows:

Higher education can go a long way in the direction of renewal by a re-examination of one of its deep-rooted assumptions -- its skepticism regarding the ability of the "disadvantaged, high risk" student to improve significantly his academic proficiency. An uncritically accepted judgement is often found among university faculty and administrators -- who otherwise are liberal and sympathetic to the problem -- which regards with suspicion the possibility that disadvantaged youth can successfully and profitably cope with the demands of a college education.

Although available to the Negro and minority poor in order to rescue those who do have the talent to rise above their circumstances, there is a profound and sad disbelief among most of our colleagues that all but a small minority of the poor and disadvantaged can make it in college, given their present status and lack of preparation. Accordingly, the skepticism is masked in good will and in recommendations for improving the high schools; for special post high school pre-college preparatory programs; or, finally, for massive remediation programs to help the student overcome his "cognitive" and "motivational" deficiencies while in college.

In effect, the operating assumptions even of the liberal intellectuals perpetuate, without serious question, the judgements of high schools and their national achievement tests regarding the poor academic ability of disadvantaged students. Their fears are for the lowering of academic standards, for diminishing the excellence of the curriculum at the university, for deflecting resources from their main purposes, and for assuming responsibilities that rightly belong elsewhere. What seldom, if ever, is questioned or placed in doubt is the essential validity and relevance of the academic program itself. How and on what basis are high standards and excellence of curriculum and teaching determined? In fact, they are about as valid and objectively grounded as their assumptions and fears about the academic potential of disadvantaged students. In other words, there is no valid theory or research to support either set of assumptions. Of course, this is not to say that many, even most, of the disadvantaged students do not present special problems and difficulties because of their poor prior academic preparation.

Obviously, a great deal needs to be done to improve the elementary and secondary schools. But, rather than simply accepting largely unsubstantiated claims about the nature, degree and scope of the student's academic deficiences, it is necessary to reexamine these assumptions, and explore the possibilities that better supportive services, revisions in the college curriculum and in the methods of teaching significantly enhance the academic performance of disadvantaged students, even at the level of higher education. It may even be that not nearly as many of the "high risk" disadvantaged students are such "high risks" after all. It may well be that they have not missed very much that cannot be quickly repaired under favorable educational circumstances. The Experiment in Higher Education at Southern Illinois University, along with the experiences of others who are involved in higher education programs for the disadvantaged, suggests some assumptions and directions that are different from the many commonly accepted ones.

One of the underlying assumptions that must guide serious programs in higher education for disadvantaged youth is that the typical college or university of today is substantially devoid of meaning for many middle or upper class youth, and has even less relevent programming for "lower class" youth. Providing a more relevant college experience, especially for the disadvantaged, therefore, calls for some fundamental revision and restructuring of the total academic program -- its curriculum and methods of instruction, its counseling and supportive services.

Of equal importance in guiding the development of any higher education program for the disadvantaged is a commitment to test once again, and hopefully destroy once and for all, some of the continuing myths and unsubstantiated claims regarding the ability of indigent, low-achieving high school graduates to successfully complete a college education. Chief among these myths and most pertinent to any program of higher education is that most youth who drop out of high school or who graduate in the lower range of their class either inherently lack intellectual competence, or their abilities have been too seriously atrophied by their environment to make any remedies feasible. It seems obvious that any genuine and serious program of higher education for the disadvantaged will not be able to judge either the ability of students or its own effectiveness unless it commits the faculty and resources required to establish and maintain a total program of college education.

A variety of programs have been undertaken by colleges and universities in Appalachian to remedy the inadequacies of low-achieving students, but all have approached the problem in piecemeal fashion. That is, they have been designed to remedy one or another of the presumed behavioral or motivational deficiencies of the youth by the following means:

1. remedial methods and technique to upgrade language and communication skills

2. intensive guidance, counseling, and tutoring to improve poor motivation or personal "well-being"

3. financial assistance along with one or another of the above

But there have been very few efforts to develop and design a program which integrates all the above as part of an overall educational environment. It is only as serious efforts are made to do this that it will be possible to assess the value of any special component indicated above.

It should be the intent of each college and university represented in this Council of Colleges on Appalachian Youth to design a higher education program that will actively and effectively recruit, enroll and educate high risk students in the Appalachian Region, and will serve as a model which can be adapted or simulated by other institutions of higher education in the region.

The developmental stages which must be formulated by each school's program and which must be activated in order to realize the objectives are:

1. Commitment of the Institution

Institutions of higher learning must commit themselves seriously to the development of a program for high risk Appalachian youth.

Obviously the success or failure of such a program will rest largely on the genuine commitment of an institution to serve low income, high risk students, and the readiness to alter its policies and practices to meet effectively the educational needs of the target population. Above all, this means that the institution is willing to experiment with the arrangement and rearrangement of all the educational resources it has at its command to focus upon an educational process for high risk students in terms of:

A. academic enrichment and revision of the regularly prescribed curriculum and methods of instruction by means of innovations in curriculum content and pedagogic technology;

B. supportive counseling, tutoring and remedial services to help the student in dealing with special academic deficits and personal problems that might affect his academic performance, i.e., study habits, motivation to learn, identity, reading, family and peer relationships, etc.;

C. work experience and financial assistance as a means of engaging the student, as an integral part of his education, in meaningful and useful work experience in the community.

II. Recruitment and Selection of Students

There is a tendency on the part of many "pilot" or "demonstration" programs in education for the disadvantaged to "cream" the target population in an effort to ease the burden and help insure a measure of success. Care must be taken to guard against this tendency by establishing criteria for the selection of students who fit an articulated definition of high risk Appalachian students.

Following is a suggested definition of high risk students:

High risk students are those who lack the usual credentials of acceptable grades and test scores, but not the ability to succeed in college. They are, as John Egerton of the Southern Education Reporting Service has stated,

> "....the long shot prospects of success, but who demonstrate some indefinable and unmeasureable quality - motivation, creativity, resilience, leadership, personality, or whatever -- which an admissions office might interpret as a sign of strength offsetting the customary indicators of probable success."

Simply stated, a high risk Appalachian student is one who can expect to gain admission only at a junior college or a small black college in the South. To the college admissions department or a high school guidance counselor, his records usually show that he

.... is from a home where low economic standing is only one of many socially complicating problems;

.... has an erratic grade school and high school record, showing alternately high and low achievement;

.... has had at least one major discipline problem during his school career;

.... has low standardized test scores but a high I.Q. if tested nonverbally.

He is, in short, the product of a deprived environment, and unless some special action is taken, his talent wi ll be untapped and his future blocked.

III. Curriculum Development

The planning and development of a two-year educational program should be undertaken which would introduce, test and use curriculum materials and pedagogic devices deemed appropriate to help the high risk student exercise and develop academic ability in order to succeed in the accomplishment of academic tasks at a rate and level of competence not possible in traditional-conventional programs.

Several principles must be formulated into requirements to guide the successful development and operation of a curriculum that is pertinent to the needs of high risk students:

A. A College-Level, Fully Accredited Curriculum: The program should enroll students as freshmen entitled to all the privileges the university assigns to that status, and should allow college credit for all courses offered and successfully completed by the students. This statement is made on the assumption that no purely remedial courses will be offered, but only courses that demand the level of performance that is usually required by colleges and universities, with remediation integrated into that perspective.

The program must be conceived as a fully accredited college level course of study, and the students must not be considered anything other than fully matriculated college students. Though special components and other tutorial, supportive counseling and skills-development services will be included in the overall program design, this should not preclude the enrollees from doing college level work, even work beyond that normally required of entering freshmen. There is a great difference between including remediation in an ongoing college curriculum and labeling the whole program content "remedial."

B. Course and Subject Matter Coordination and Integration: From an overall viewpoint, the curriculum design should be guided by a conscious and systematic effort to integrate subject matter in order to provide a meaningful correlated body of knowledge most "tuned in" to the experiences and environment of the student population. This objective should employ two approaches:

1. a strategic utilization of the traditional subject areas between which the basic relationships are immediately discernible;

2. a specially designed "counseling-tutorial" program structured to serve curriculum integration.

Remedial efforts and services in communication skills must tie in with course content and the interdisciplinary approach. The use of seminars should be regarded as an important vehicle which, among others, also serves that end. In short, the integration of knowledge and learning, using an inductive, problem-solving technique, is the main thrust of the curriculum and all curriculum elements -- indeed all program elements -- should be employed in that pursuit.

Development of the curriculum should focus on a revamping of the traditional approaches and methods to provide a vehicle which identifies the school as a vital element in and of the community, and which explores those aspects of the community which profoundly affect the life and character of the students. The task is to devise a curriculum in which classwork and social life cohere, and into which can be reconstructed some of the genuine human satisfactions that can be derived from the pursuit of knowledge.

IV. Supportive Services: The development and provision of a coordinated system of supportive services is essential to the successful accommodation of high risk students to the academic and social demands of the college environment. Counseling, tutorial, remedial and financial assistance services must be viewed as integral components of the overall planning process.

Central to the development of a coordinated system of supportive services is the counseling process. It is primarily through the planning, design and implementation of a viable counseling function that the various elements of supportive services can be effectively organized into mutually reinforcing experiences for enhancing the successful academic performance of the high risk students. Viewed in these terms, however, counseling needs to be changed from the current status and functions it serves in most college settings.

Even at its best, there is serious question about counseling as a useful tool of guided behavioral development and change, and particularly so for culturally and economically disadvantaged youth.

> "I am not at all sure that what we do in the counseling relationship is meaningful in the life of a youth whose conditions of life deny at crucial points the validity of democracy's promises and humanity's hopes. It is generally acknowledged by counselors who have worked with economically disadvantaged youth that once the process of social maladaptation has begun, their successes are the exception rather than the rule. Indeed, when these successes do occur, it is only when changes in the condition of the student's life are experienced by accident or through significant, positive intervention in those conditions." */

*/ E. W. Gordon, "Counseling and Guidance for Disadvantaged Youth" in Guidance and the School Drop-out, HEW, 1964, at 196.

It is not the insulated counseling relationship -- however humane and warm that person to person approach -- that has significance, but the mainstream of life experiences in which the student interacts with objective and subjective "realities." Consequently, the focus of counseling efforts at behavioral change and growth must be on the guided interaction of the student with his environment. In brief, the counseling function must be oriented to the design and provision of "environmental encounters" calculated to best complement the student's potential and need.

The tendency of the professional counselor has been to level his sights on the psychic factors, conscious or unconscious, within the individual. And the aim of this approach has been geared to the adjustment of the individual to his environment, even when that environment contains many elements which are destructive to the best interests of the counselee.

Adequate consideration is, therefore, not given to the concrete realities which impede or retard the development, educationally or socially, of many youth. Any approach to meeting these needs of under-privileged youth that does not consider, and attempt to modify the special conditions of their lives,is unrealistic and severely limited in its effectiveness.

V. Staff Development

If any of the foregoing recommendations are to materialize into a viable project that is germane to the educational needs of Appalachian youth, it is of the utmost importance that a process of conscious and systematic staff development be organized and maintained on a continuous basis from the initial planning stages throughout the operational stages of the program.

Among the critical issues which must be address are:

A. recruitment and selection of staff -- both quality and quantity -- in light of the various functions that must be performed as cited above;

B. organization and structure of governance in order to achieve an effective decision making process for operating the program;

C. relationship of full and part-time staff of the program and staff of the host institution;

D. staff orientation and training strategies geared to the establishment and preservation of "quality control" essential to program development and operation.

LONG-RANGE PLANNING FOR YOUTH PROGRAMS ON THE NATIONAL AND STATE LEVELS

Perhaps no better example of the lack of coordination in the long-range planning for the operation of federal and state programs can be found than that of our present procedures for coordinating youth programs. President Nixon, in his speech in Lincoln, Nebraska, endorsed an important step forward when he proposed that a National Youth Foundation be established to coordinate three of the federal government's more well-known youth volunteer agencies -- the Peace Corps, VISTA and the Teachers Corp. If the National Foundation becomes an operative agency, it, hopefully, can go beyond the rationale of volunteerism to place emphasis on youth involvement which has as its main premises (a) youth manpower to meet important public service needs, (b) service-learning to provide students actual work and learning experience in a public task, (c) educational reform to allow educational institutions to recognize the community as a learning laboratory, and (d) leadership training through involvement in meeting needs in a young person's own community. Youth programs sponsored by the Appalachian Regional Commission have had all of these premises as a part of their effort.

The National Service Secretariat has made the following statements on service learning which would be appropriate to consider in founding a National Youth Foundation:

1. Service opportunities would be available to all young people. The main criterion for admission would be willingness to serve.

2. Each participant would both serve and learn. Learning would range from development of specific skills to growth in self-knowledge, problem-solving, and working with people.

3. Service activities would be directed and financed at the local level to the extent permitted by available resources, and would include projects organized and directed by young people. Thus, maximum local initiative would be encouraged.

4. Service activities would be underwritten by a public foundation at the national level. Such a foundation, which should be removed from political pressures but which would receive both Congressional appropriations and private contributions, would assure support for all needy projects.

5. The basic raison d'etre for national volunteer service is the need society has for the service of youth. Main areas are tutoring, health and mental health, conservation, and various kinds of community and family service. By serving in these fields, young people would be able to test themselves through service to society and would receive valuable experience for their careers.

6. Young people who seem poorly qualified by conventional standards could serve effectively. High school dropouts are today serving as tutors, and doing a good job; others are receiving specialized training for responsible hospital positions. Each participant would be given the training and supervision needed for the assignment.

7. There would be a transition phase. Growth of national volunteer service would be constrained by identification of useful tasks, finding enough trainers and supervisors, and obtaining sufficient funding. The transition phase would permit experimentation with various techniques and activites.

8. Participation would be by means of a contract, voluntarily entered into by all parties. The contract would spell out the responsibilities of the participant, the sponsoring agency and the funding agency.

9. Duration of service would range from a minimum of one year to a maximum of four years. The normal contract period would be one or two years, renewable.

10. Participation in national volunteer service would be viewed as fulfillment of a person's service obligation. Thus, satisfactory completion of national volunteer service -- for the same period of time as needed to complete one's military service obligation -- would place participants in the same draft category as veterans of military service. Also, if armed forces manpower requirements were to be met solely by volunteers, there would be no need to relate civilian service to military service since both would be manned by volunteers.

A national organization cannot by itself, however, provide all of the brokerage and management functions which are integral to the operation of effective youth programs. The experience of the Youth Leadership Development Program has indicated that effective state programs related to multi-county organizations are necessary if meaningful coordination and community impact is to be had. Discussions with several state programs have resulted in a philosophy and organization that might provide the basis for such a state organization. This model is provided for discussion purposes only.

STATE YOUTH FOUNDATIONS: A PROPOSED MODEL

In the belief that the talents and energies of young people should be more effectively devoted to service and learning opportunities to benefit the whole state, it is proposed that there be established a State Youth Foundation.

Within the last half century, the role of youth in our society has grown tremendously. We are changing from a rural to an urban society. Available leisure time has been increased. The ideal of universal education has come closer to realization. The world of work has become more complex and more challenging. Young persons are raising fundamental questions about our society and are taking new and different views of the problems of life today. They seek to play an active role in our society rather than be manipulated by it.

Yet, the potential role for youth in our society has not been nearly realized. Chances for creative work-learning and service to mankind have not kept pace with the increasing abilities and desires of our young citizens for such opportunities. Many thousands under 24 years of age live in poverty while other thousands of our youth sense that they are irrelevant to the myriad public and private institutions regulating their lives.

Since the establishment of the Peace Corps, the federal government has had an increasing commitment to lessen the gap between the potential service and learning roles and the actual learning roles of youth in our society. Following the Peace Corps, came Volunteers in Service to America (VISTA), the Teacher Corps, the Job Corps and National Youth Corps. The attention given to youth problems at the national level has increased the awareness of the need to deal with these problems in the communities in all parts of our land.

It should be emphasized that private voluntary organizations have also been active in providing experiences of service and learning for our youth.

The purpose of this foundation would be to supplement and increase -- not replace -- the service and learning opportunities currently available to our young people. The goal is to provide enough opportunities so that no young person is denied a chance to serve and to learn.

The extent of the effort required is well described in the following statement of Donald J. Eberly in the "Directory of Service Organizations," National Service Secretariat, Washington, D.C., 1968:

> "We must ask our young people to engage themselves fully with the war on poverty, on disease, on illiteracy, on pollution. We must make it possible for every American youth who wants to serve his fellow man to do so. Black or white, rich or poor, from north or south, east or west, from slum or suburb, village or farm, from the school, the college or university, our young people are needed.
>
> "They are needed in our schools as tutors for young children. They are needed in our hospitals and clinics to assist doctors and nurses.
>
> "They are needed in our courts to work with youth who have started off on the wrong foot. They are needed as friends by old folks living along, by the mentally retarded and the mentally ill. They are needed in our forests and open lands, to protect and conserve them. They are needed to respond to natural disasters, at home and overseas. They are needed to build new towns where there will be no discrimination, no illiteracy, no pollution, but opportunities for all to move with confidence into the 21st century.
>
> "Already the organizations exist to make this program possible. We shall ask the nation's schools, hospitals, churches, labor unions, businesses and industries, civic organizations, governmental departments at the local, state, regional and federal levels to provide opportunities for young people to serve.
>
> "We shall ask our colleges and universities, labor unions and industries to organize training and information programs so that each young person will be able to find the challenge he wants and will be able to meet that challenge."

Young people at all educational levels from high school dropouts through graduate students can and will take advantage of increased service and learning opportunities. A huge number of domestic tasks remain unmet which provide a unique opportunity for young people to serve and learn. Future manpower requirements in the fields of education, health, conservation, welfare, job training, and governmental affairs will be increasingly difficult to fulfill. These requirements can be alleviated by a coordinated effort to increase service and learning opportunities for young people. The experience young people acquire in service and learning projects will serve to increase manpower skills and to strengthen their understanding of the world in which they live. It is the purpose of this proposal to strengthen, supplement, and coordinate programs and activities contributing to these policy objectives.

STRUCTURE

This proposal would establish a State Youth Foundation to be operated by a 15-member board of trustees, eight members to be appointed by the Governor, with the advice and consent of the Legislature.

The director and deputy director of the foundation are to be appointed by the Governor, with the advise and consent of the Legislature.

The State Youth Foundation would be authorized to develop and carry out programs to encourage greater participation by state and local agencies and by private agencies and organizations in programs offering greater opportunities for youth participation in projects for community betterment. The foundation would be authorized to provide technical assistance to any public and private non-profit agency concerned with developmental change and student involvement. The foundation would recruit and train 16 to 24 year-olds for youth service and learning programs and would be authorized to make grants or contracts with public and private non-profit agencies for recruitment and training of 16 to 24 year-olds, for periods up to two years.

The foundation would submit to the Governor and to the Legislature an annual report of its operations and its recommendations.

The proposal provides for an advisory council to the foundation board of trustees. The Governor would appoint the 24 members of the council, at least 12 of whom will be under 24 years of age..

The functions of the advisory council would be: to advise and assist the Governor with the youth service and learning programs conducted or assisted by federal, state and local governments; to assure effective program planning for summer and other related youth programs of the state government; to coordinate youth programs and activities of all agencies of the state government; and to encourage the adoption by appropriate agencies of the state government of common procedures and simplified application forms for recruitment and transfer into service and learning programs conducted or assisted by any agency of the state government.

The advisory council also would encourage each agency of the state government administering a youth service and learning program to coordinate recruiting and informational activities at the local level; encourage development of cooperative programs among agencies of the federal and state government administering or conducting youth service and learning programs so as to more effectively meet the community needs and services; encourage state and local agencies and private agencies and organizations to provide service and learning opportunities for youth; resolve differences between agencies of the federal, state and local governments with respect to youth service and learning programs; and report to the Legislature at least once each year on the activities of the council.

YOUTH SERVICE AND LEARNING

It should be stressed that this proposed foundation has positive objectives. The temptation to adopt measures designed to repress the energies of young people in the cities and on the campuses is great. Young people are waiting, waiting to find something worth committing themselves to now. Their energy can be used to shape a sword or a plowshare. Constructive and developmental alternatives for all the young people of the state will provide a better life and change to relate to society through service as well as a peaceful means of improving society when and where necessary.

FINANCIAL CONSIDERATION

A State Youth Foundation would require funds for the operation of a central staff. It is proposed:

--that, each public agency at the federal, state and local level determine where youth manpower could be best utilized and then provide within their respective budgets funds for youth involvement:

--that, the variety of federal programs providing funds to the state be examined through the Governor's Office for the opportunities for youth participation and budgeting.

--that, the funds that currently are received by the state for youth programs be coordinated with the foundation to be applied to the various public agencies dealing with specific problems within the range of priority concerns of the state.

--that, the curricula of our high schools, community colleges, technical institutes and public and private institutions of higher education be designed so that the opportunities for youth service can be integrally related to the learning tasks being pursued by the youth so enrolled.

APPALACHIAN MIGRATION

Appalachian migration and the brain drain reports from the Youth Leadership Development and other programs around the region have stimulated again, on the part of both experts and laymen, concern about the so-called "brain drain" from Appalachia. The following discussion is designed to clarify this position and, if possible, to set the stage for clearer debate about what may be done about this serious problem.

The position is this: that, at the present time the high outmigration of Appalachian young people is a result mainly of economic forces over which the youth has no control. If possible opportunities are made available in the region, a significant portion of the young people will remain in their native region. Because of the critical need for young, aggressive leadership in the region, and because urban areas can no longer tolerate migration in significant numbers from rural areas, it is our contention that every young person in the region should be given the opportunity to stay if he so desires.

This is not to insist that every young person stay; only that those who desire to do so have the opportunity.

A number of studies support this contention, but two recent ones will suffice here. A survey undertaken by the Youth Leadership Development Program in Pennsylvania came to this conclusion: although 64 percent of the high school juniors and seniors in a selected county said they hoped to work in the region, 89 percent felt that job opportunities for young people were poor or "less than adequate." Nearly half of those who did not plan to remain in the region listed lack of opportunity in their planned field as the reason for outmigrating. Further, a sampling of 64 firms in major urban centers revealed that although 1,197 applications for jobs were filed by college graduates in the last year, only 156 were hired. Moreover, only seven percent of the jobs in local companies are professional, technical or managerial and therefore likely to be attractive to college students.

Another study undertaken by the University of Kentucky and reported in the January edition of Growth and Change showed that while not many of the high school seniors interviewed in four of the poor[illegible] counties in Eastern Kentucky thought there was a possibility that t[illegible]y could remain, more than 60 percent indicated their desire to do so. The basis for discussion on outmigration then becomes how can we guarantee employment to those Appalachian young people who want to remain in their own region. The question is not, as many would state it, whether the youth want to remain.

Several of the critical issues associated with the problem of Appalachia out-migration are discussed below:

More than three million people have left Appalachia since World War II. Preliminary 1970 census figures indicate that approximately 1,450,000 people migrated out of the region in the decade from 1960 to 1970 -- some three-quarters of a million less than in the preceding decade, but still a substantial loss.

The next logical question is, of course, what has happened to the migrants after they reached their destination?

Studies by Professor Daniel O. Price of the sociology department at the University of Texas, and Gene B. Petersen and Laure M. Sharp of the Bureau of Social Science Research, Inc., concluded that the Appalachians do better economically as a result of migration than any other minority group. But the recent Abt study found that, of the migrant groups analyzed, the Appalachians were the most apt to return often or permanently to their original homes.

This is a very significant fact, and indicates that we need to take a look at the quality of life which the Appalachian finds in his new environment -- the experiences he has when he first reaches his destination, the purchasing power of his dollars, the quality of his housing, his transportation difficulties and expenses, the problems his children have in school.

A number of organizations and professional scholars who have worked with Appalachian migrants in various cities have reported on their life style. From these reports, and from statements made by the migrants themselves, some general conclusions can be made about their problems and consider some possible new policies for dealing with migration in the United States.

LACK OF ASSIMILATION:

The most significant conclusion reached by all who have studied Appalachian migrants is that many of these migrants are not assimilated into the life of the cities to which they move, and that most of those who are not assimilated are disillusioned and frustrated.

Hub Services, Inc. (a nonprofit corporation organized to deliver comprehensive social services to migrants as part of the Model Cities program in Cincinnati) estimates that there are between 50,000 to 100,000 unassimilated Appalachians living in Cincinnati along. Stuart Faber, chairman of the board of the corporation says:

> "Many migrants do, of course, move relatively smoothly into a place in urban society ... those whose cultural attitudes are nearest to assimilation and whose health, education and skill level make transition easier.
>
> "The rest of the migrant population has become 'ghettoized' to the point that second- and third-generation children can easily have a worse lot than the original migrant population. The plight of these ghettoized Appalachians can be summarized in a few short words: bad housing, unemployment or underemployment, poor health, alcoholism, juvenile delinquency, early school dropout, latent self-hatred due to lack of acceptance by society of their cultural identity."

IMPORTANCE OF EMPLOYMENT:

Observers have noted that one of the most critical factors in determining whether a mountain family adjusts to the urban environment is whether or not the male head of the family is able to find steady employment. Ben R. Huelsman, a professor of anthropology at Indiana University who has worked with Appalachian migrants in the juvenile courts of Dayton and Cincinnati, reported in a speech given before the Indiana Academy of Science in 1968:

> "The folk-class mountain parents I worked with tended to have a median level of education of about eight years of schooling in rural Appalachia ... Because of the male-dominant character of their family structure, the future way of life of the entire family is directly tied to the occupational success or failure of the father. His success or failure in finding steady employment in a factory or garage usually determines to some extent the future residence of the family in the city."

According to Professor Huelsman, there are three life styles among the migrants, all of them related to the father's employment and the family's place of residence: first, the "port of entry" style, or the kind of life found in the aging slum districts where the new migrants usually settle when they first arrive; second, the welfare-dependency style, in which those who fail to find steady employment for some reason or other live in drab, barracks-like existence of welfare recipients in a low-cost public housing project; and finally, the assimilated style, enjoyed by the families able to afford home ownership in an inexpensive suburb.

WORKING CONDITIONS:

In some cities the Appalachian male finds a social and economic system similar to that of the coal town he just left. Appalachian Advance, the monthly journal of the Appalachia Educational Laboratory, Inc., reported the following conditions in the Uptown section of Chicago, an area where 40,000 Appalachian migrants are packed into a 120-block area:

> "...There must be at least a dozen 'day work' centers scattered throughout the Uptown area. Here men from out of the hills go at 5 a.m. to find their first job 'just to tide them over until something better comes along.' At first look the pay doesn't look bad -- $1.60 to $1.90 per hour. What many people don't know is that the employment firm takes a healthy bite of 60 to 80 cents an hour out of the pay as an employment fee. At the end of the day the men are handed a check which can only be cashed at a nearby 'currency exchange. There is, of course, a fee for cashing the check. One employment firm has a colony set up from which the Appalachian day worker need never stray. Besides the employment office, transportation is provided next door -- again at a 'reasonable' charge; and a bar is set up across the street as an inducement for the workers to 'relax' when they come in from a hard day of work."

SCHOOL EXPERIENCE:

School officials and teachers who have worked with Appalachian migrant children have found that their preformance is frequently substandard and that they often have real difficulty in adjusting to their new lives in the city.

The academic problems often appear very early in the student's school life, even before he enters elementary school. For example, Dr. John P. Byrne, superintendent of a Chicago school district which includes the Uptown section, has compared reading readiness across his district:

> "One school, which draws from a more sophisticated area of Chicago, shows 98 percent of its children ready to read going into the first grade. At Stewart School, an elementary school which draws two-thirds of its entire enrollment from the Appalachian migrant population, the reading readiness drops down to 48 percent."

A number of reasons are advanced for these academic difficulties. Thomas Coffey, principal of Chicago's Senn High School, which has a student body of 3,200, one-fifth of whom are Appalachian migrants, does not believe the differences are in basic intelligence:

> "There is no appreciable difference between the IQs of mountain children and those of the city children. The difference in the Appalachian student lies in the the amount and quality of his previous education and his lack of exposure to the varied experiences available to an urban child."

Frequent school absences are often cited as a cause of difficulty. In the Uptown school district, for example, Superintendent Byrne cites figures which show that the Appalachian migrant children are absent from school at least 10 percent more often than the average Chicago student. "The Appalachian student comes here down in basic skills and then has his problem compounded by the constant moving around and shifting of schools that his family life forces him into," says Dr. Byrne. Principal Coffey of Senn High School also cites absenteeism as a major problem and attributes part of it to parental attitudes. "The migrant parents do not seem to appreciate the importance of daily attendance and the effect frequent absences have on academic progress," he reports. Miss Catherine Breenan, a counselor at Senn High, feels that high absenteeism is also due to the fact that school itself is of secondary importance to the migrant student. "Taking care of younger brothers or sisters while Mom works is of prime importance to many -- or taking a trip, or any number of other activities."

Some school officials feel that the Appalachian student's accent and use of colloquial speech patterns may contribute to his difficulties. Principal Coffey reports.

> "One fellow was asked if he wanted to participate in some activity, and the child responded, 'I don't mind if I do.' The person asking the question thought that he didn't actually want to do whatever it was and went on. What the Appalachian child really wanted to say -- without being forward -- was that he really wanted to do it."

Several teachers of migrant children have suggested that the schools should set up some type of program, similar to that offered to foreigners who do not speak English, which will help the Appalachian student overcome this language barrier. Bilingual programs and nonstandard English programs have been used successfully with other minority children who do not speak standard English. At present there are no special courses for Appalachian youngsters who speak nonstandard English.

Underlying all of these school problems, however, is what many teachers and administrators feel is the basic cause of academic difficulty -- the simple fact that the students are not happy. "I believe that most of the people in the Uptown area are woefully unhappy here," reports Superintendent Byrne. "I've been to the Appalachian Region at least three times, and I can understand why the people long to go back. It's a sad thing that they have to leave the beauty of the mountains just to get a paycheck."

Statements by the children themselves bear out this conclusion. Ralph Bowles, a native of Appalachia who is now a social studies teacher at Lincoln High School in Cleveland, conducted a series of interviews with Appalachian migrant children for the Cleveland Council of Human Relations.

When he asked a youth from Sissonville, West Virginia, whether he ever thought of returning home, the reply was, "We're going back Easter vacation, and I don't think we'll come back to Cleveland. Mommy doesn't like it here much. I don't either. It's pretty dirty, and sometimes the air stinks awful bad."

Discontent frequently focuses on the school itself. When Bowles asked a seventh grader from Winefred, West Virginia, to comment on his experience in school, he got this reply:

> "The kids aren't friendly.
> The teachers are more harsh, and some never even smile.
> I was tardy once, and I got detention with some pretty bad fellers.
> The subjects here are easier, but good grades are harder to get.
> I don't think most of my teachers know who I am."

Another 13-year-old responded to a question about his school this way:

> "It's not a bad school, but the houses and streets around here are dirty. There's no good place to play.
>
> "The kids are overbearing. Some of them want to pick at you about being from West Virginia and stuff like that."

When asked whether he would go back to West Virginia if he could, the boy responded, "Oh, yes, but I wouldn't want to say it too much to my mom because that makes it harder for her."

IGNORANCE AND STEREOTYPES:

Observers and Appalachian migrants alike report that some of the major barriers to assimilation of the migrants are the attitudes of non-Appalachians toward the newcomers. These attitudes frequently combine ignorance with acceptance of stereotypes, as described by a social worker with Cincinnati's Hub Services, Inc., who reports:

> "At a luncheon last spring with two teachers from a local school, one which has both black and Appalachian students, we discussed the recently held Black History Week. The teachers, in accord, bragged about the energy and creativity of their black students and shrugged at what they describe as the 'apathy and hostility' in the Appalachian child. When it was suggested that a special Appalachian Week be held, perhaps built around the music, geography, history, forklore and sociology of the mountaineer, the teachers again shrugged and asked, "Well, is there anything special about Appalachia?'
>
> "Recently a recruiter from a federally funded work incentive program stopped in the office. His mission, he explained, was to recruit poor white youth. After explaining the specifics of the program, he admitted, 'I just couldn't work with Appalachians. They're so - so scared and prejudiced.'"

Other officials react to the cultural differences by trying to export the migrant. Professor Huelsman of Indiana University reports that juvenile court judges in Cincinnati and Dayton frequently tell Appalachian migrants who are brought before them that their sentences will be withheld if they will "go back home."

A teacher in Cleveland who was interviewed by Ralph Bowles suggested that even the comic strips accentuate these prejudices.

> "Is it possible to remove comic strips, such as 'Snuffy Smith' and 'Barney Google,' which support stereotypes of mountain people? These people have basically admirable values if they're not carried to extremes -- values such as love of family which most of the mainstreat of the American populace has lost in its aggressive policy of 'get ahead.' We should be figuring out ways to help these /migrants/ enter the mainstream of America without destroying their self-reliance, individualism and strong sense of family."

SUMMARY

From the experiences and observations of people who have worked with the migrants -- and with their children -- three major conclusions emerge:

1. Rural people from central and southern Appalachia are a culturally distinct group who do not share the life goals and cultural aspirations of the dominant middle class in America or, for that matter, those of other cultural minorities. When this fact is not recognized by those who deal with them as migrants -- employers, educators, judges -- the process of learning to operate effectively as a member of a culturally different minority within a dominant culture is slowed.

2. Not all Appalachian migrants become a problem in the North. While they may settle in clusters and behave in "back home" ways, remaining as enigma to their neighbors in the cities, many of these migrants get skilled jobs and are sufficiently assimilated that they do not represent a "problem" to the receiving community. These are the migrants, a large number of whom left the region during World War II, who return home down interstate 75 into Kentucky on the weekends. There is another group of migrants, however, who do concern the receiving areas -- those who left the region in the fifties and sixties, not necessarily for opportunity in the cities (although that was frequently a reason), but primarily because their normal life support system had so broken down that migration was the only means of survival. It is these people -- the unskilled, the uneducated and those who do not wish to assimilate -- who need help.

3. Because of the unique history and cultural values of these unassimilated Appalachians, it is difficult to answer the important question, "Whose problem are they?" Governmental agencies in their home states, including the Appalachian Regional Commission, sometimes take the attitude that they can do little because the migrants have moved beyond their borders. The social welfare services of the North, which are geared to addressing the needs of the urban poor, consider the rural Appalachian as merely a person who has the usual urban adjustment problems of the poor white. There is no recognition that he represents a distinct cultural minority, one with a long tradition of fierce pride in personal independence and reluctance to depend on others for relief. As a result of this tradition, the Appalachian migrant is hard to help, and the response of the city government in the North is frequently to throw its collective hands in the air and decide, "It's someone else's problem." The Appalachian migrant is thus not only without help, but without an advocate in a city that he does not understand and that does not understand him.

There is, then, a hard core of Appalachian migrants for whom a new approach must be fashioned -- culturally separate, unqualified to compete economically either back home or up north, dependent for help upon organizations and people who have no real comprehension of their life style or problems. In order to help these people become productive citizens, assistance and training programs must be designed which recognize -- and indeed capitalize on -- their unique problems and potentials.

From what is known of the Appalachian experience, what insights have we gained which we can use in formulating a national policy? It seems tc us that we have learned three important facts which have national implications:

First, this country can no longer look upon migration as a great adventure-seeking experience. Because of the decline in economic conditions in various parts of the United States, particularly in some sections of Appalachia, the individual migrant is not really free to choose whether he will leave the region to which he is socially and culturally attached. For him, moving is a necessity, not a choice.

Second, the social and economic cost of trying to force all migrants into the melting pot must be recognized. In the case of Appalachians, these efforts frequently fail, as evidenced by the high dropout rate of students and the frequently expressed desire of migrants to return to their old homes. At a time when the nation is in turmoil over the role of cultural minorities, it seems not only careless but short-sighted to assume that all Americans want to fit into the same types of class and educational slots.

Third, the nation must recognize the social, economic and political costs of consciously or unconsciously depopulating an underdeveloped region of its bright and most capable young people -- dropouts and young unemployables included. No matter how much local communities improve their educational and vocational training resources, these resources are not a force for regional development unless there is a real possibility that the young people trained in them can remain in the region by finding a job. Since a job cannot be guaranteed for everyone, let along a job in the community of his choice, society must create new jobs which will furnish attractive lifetime employment opportunities for our talented young.

Recognizing these facts, what are some concrete steps that need to be taken with regard to Appalachian migration which would also be helpful in the design of a national migration policy?

First, more specifics need to be known. A comprehensive report should be prepared on the problems and issues associated with Appalachian migration. Such a report, which could be produced by a government- or university-sponsored commission, should go beyond the usual demographic study. It should also describe and recommend solutions to the problems which confront Appalachians after they have migrated, and should include information and ideas from the migrants themselves. When complete, the report could serve as a guide to the agencies, city, state and federal, which are responsible for working with the migrants from the mountains. It would also provide these migrants with much-needed public advocacy.

Second, schools and colleges, particularly those in the region, should develop and refine Appalachian studies programs. Leaders of the region -- and the nation -- must recognize that the cultural differences between mountain people and the dominant American middle class are just as legitimate and deserve just as much attention as the unique cultural attributes of other minority groups in the United States. Young people in the region want to be proud of their heritage and to know more about what it is, but find few places where they can do so. Federal agencies and foundations, which are currently engaged in funding every kind of ethnic studies except those dealing with Appalachia, should invest in the pride and commitment of our region's youth.

Third, a study should be made of ways to find jobs for the talented and idealistic young people of the region who feel that a sense of public service is one of the most important ingredients of a lifetime career. We need these young people and their talents. They are needed to develop programs to help the poor, the aged and the needy, and to be sure that these people obtain the assistance that is available. Trained and talented people are needed to serve as public advocates on consumer and environmental problems, insuring that quality standards and pollution abatements procedures are being observed. Experts are needed to train more leaders for all the development projects that will be coming down the pike in the region during the years ahead. In some cases, there may be a need to create whole new types of "jobs" in order to get these things done, lifetime occupations which will appeal to the young leaders and encourage them to stay in Appalachia rather than taking their talents elsewhere. A start has been made with the Appalachian Youth Leadership Development Program, but only a start.

If these three steps are taken, a good beginning will be made on the Appalachian portion of a national migration policy. If the steps are not taken, the continued exodus of Appalachian youth and the annihilation of Appalachian culture is at stake.

THE CASE FOR APPALACHIAN STUDIES

Following is a discussion of one of the most important educational issues in Appalachia today -- Appalachian studies.

An Appalachian young person does not have to go to Cincinnati or Chicago to experience "culture shock" and conflict; even the regional colleges somewhat understandably see their role as processing their native raw material into a project capable of functioning in mainstream America. It appears, however, that no institution in American society is more divorced form Appalachia than the higher educational system which resided within it.

If possible, the student is relieved of his ignorance, his biases, his accent and, as a result, almost all of his old identify. He may graduate not being quite sure who he is. American education has been preoccupied with programs and standards that homogenize and assimilate persons. Individual differences have been tolerated only until they could be changed.

The colleges continue and intensify a channeling process begun by the earliest elementary teacher to send the culturally different student -- ashamed of his background and ill-equipped to meet the needs of his region -- into middle class society outside the region or out of productive society entirely.

In fact, these institutions seem to do more of a disservice than a service to the extend that they accept within their walls the "cream of the crop" -- the valedictorians and salutorians -- and not only refuse to promote a regional consciousness on the part of this potential leadership but rather encourage them to get "educated" so they will be able to "get out" of the region.

In fact, there is not at present a single Appalachian studies program in the region which could begin to rival the offering in Far Eastern Studies or astronomy.

Concurrently, most colleges and universities are not in the business of granting academic credit to students working to solve immediate and indigenous community problems. But the world of needs beyond the classroom is a learning environment that is grossly underutilized.

Appalachian studies programs should emphasize experiential learning. The material presented should relate to the things that the Appalachian youth knows from his environment.

The most sensible approach to education would be to help students examine their own experiences as creatively and critically as possible. Formal education too often provides little opportunity to learn how to learn or how to solve problems that are not hypothetical. Little attention is devoted to analyzing life styles, to understanding processes, to examining how institutions influence behavior. Most current emphasis is still on factual information, content delivery and the preparation of specific skills which, research now shows, is the kind of education that is either forgotten or outdated within five years. These schools of higher education spend little time thinking about the community below their own mountainside.

Too often the university-community dialogue never becomes dialogue, since the university provides its services from its storehouses of wisdom, rarely recognizing the educational uses of the world beyond the classroom.

A college Appalachian studies program should utilize the community as a learning laboratory, allowing the student to be autonomous, and identify resources for students for learning about Appalachia.

Community awareness and involvement are not inborn -- people must acquire them. Appalachian youth are no different in this respect. How does one get uninterested people interested or uninvolved students involved or make unaware Appalachians aware? People's minds should not be played with -- or programmed for the benefit of a certain cause. Something must provide a stimulus that will promote learning -- a learning of oneself, of one's people, one's region.

The teaching process should escape the confines of the formal classroom to encompass in a significant manner teachers, students, families and the wider community through involvement in constructive social change.

The students could develop educational programs for disadvantaged youngsters, serving dual functions: (1) to aid those thousands of Appalachian youth who could benefit from the attention of university students; and (2) to direct the energies of the older youth who are groping for "something to do" and a method of "getting in on the action." Furthermore, educational relevance occurs only when individuals begin to deal competently and compassionably with their experience of the world.

Appalachian studies programs should include local as well as regional history. For example, a new type of historical study has been made available to students at Alice Lloyd College in Pippa Passes, Kentucky. The project is intended to help preserve the history of southeastern Kentucky's coal-mining area and its unique communities. Students from Alice Lloyd and nearby Lees Junior College, the joint sponsors of the project, are recording the recollections of citizens in their home areas while taking courses in interviewing techniques and the operation of audio-visual equipment used in historical research.

Study of several communities is already under way, such as a "History of Tip Top," a Magoffin County mining town, by Kathy Shepherd of Salyersville and Harriett Connor of Nashville, and "Coal Camps of Floyd County," by Danny Turner of Drift.

Marc Landy, assistant in political science and history at Alice Lloyd, who is supervising the project, is exploring methods of establishing a permanent record of items of historical interest, such as scholarly documents, films, photograph collections and tape recordings.

Appalachian studies classes in the region's colleges could benefit both the student and the communities around them if they worked on such projects as:

(1) research on the economic and political structure and problems of Appalachia;

(2) historical research on mountain communities, aimed at giving the students and members of the community a knowledge of and pride in their heritage, such as the study done by the student at Mars Hill College, in Mars Hill, North Carolina, on the history of a nearby town that was a famous pre-colonial resort for coastal planters, and the studies done by the students at Alice Lloyd on their local mining communities;

(3) development of opportunities for students and others from individual communities to visit other mountain communities with similar problems and interests;

(4) development of materials based on the cultural experience of Appalachian people for use in community development efforts;

(5) development of different types of media for use in community efforts;

(6) assistance in designing relevant educational programs for community members, including day-care centers, youth-tutoring-youth programs as well as college students tutoring youth programs, adult education programs manned by students, like the STABLE program at Berea College and developing and manning recreation centers for disadvantaged youth; and

(7) direct involvement of professional schools (particularly medical schools and law schools) in rendering services, both in terms of educating their students and in benefiting isolated mountain communities, by having their students serve in these areas. As has been demonstrated by the Appalachian Regional Commission's Vanderbilt medical program, students are most effective in running screening programs and follow-up programs in communities which otherwise would have no health care. Law students can render aid in such areas as incorporation of poor peoples' organizations and cooperatives, welfare rights, tenant rights, stripmining, civil rights, and understanding of government functions.

Inasmuch as the region needs more than 200,000 college graduates -- a minimum of 5,000 physicians, many more thousands of nurses, teachers, businessmen, government leaders, ad infinitum -- the regions's schools must develop a sensitivity in their youth to the problems of the region.

The appalachian studies programs would strive to familiarize the students with the economic and social history of the region, its politics, its religion, its education and its current social institutions. It would also provide insights into the "phychology" of the mountain people and the development work being done, while endeavoring to sensitize the participants to the qualities of mountain life which deserve preservation.

Students would be given the flexibility to develop their own courses in Appalachian studies. A major problem in studying the region is the lack of written materials; consequently, a major objective of many of the courses would be to do original research on Appalachia which could be printed for distribution and/or reference.

Another objective would be to provide speakers who represent Appalachian institutions or who are experts in the field. Such speakers could appear in the classroom or before the entire student body. Following each speaker, class discussion would be held to synthesize the material presented in relation to the students' past experiences.

As a base these institutions could offer courses such as "Social Policy and Service in Appalachia," "Values and Cultural Themes in Appalachia," "Appalachian Politics," "Education in Appalachia," "The Social Problems of Unemployment in Appalachia," "Economics of Appalachia," "Appalachian Literature" which would provoke thoughts about who speaks for Appalachia, the uniqueness of the culture and people, and an analysis of the ways that regional institutions have and have not responded to the problems of Appalachia.

If the premise is accepted that Appalachian problems are not, in general, the result of terrain inadequacies incidental to American Development, of to any special lack of ability or maturity in its people, then it is logical that the opposite is the case, that much of Appalachia has been subjected to an economic and political neglect, which largely made the mountain area a colony for the use and pleasure of the larger part of the country and for corporations. Therefore, Appalachian studies programs would benefit both the student, who would get a much more relevant and meaningful education, and the region as a whole, which would benefit from the students' research into present Appalachian poverty, the reasons for Appalachia's low rank as contrasted to the rest of America, and the social and political factors behind these problems. As minerals are, in most of Appalachia, the largest natural resource, it also makes sense specifically for these students to research this source of power and wealth.

But giving Appalachian youngsters a pride in their heritage, a striving for knowledge and confidence in themselves is not enough. The opportunities for gainful employment in their own region must be available when them complete their formal educations.

HELPING APPALACHIAN VIETNAM VETERANS

As the GI Bill is retroactive to 1955, there are better than 7 million eligible veterans. However, only about 20 percent of each year's returnees take advantage of the benefits, a sharp contrast to the nearly 50 percent of World War II veterans who used the bill's education and training benefits.

Men with from one to three years of college (13 percent of dischargees) appear almost twice as likely to use the benefits as high school graduates (63 percent of dischargees) and four times as likely as dropouts (18 percent).

Broader organization and more personal contacts are needed to promote the use of this major education program by low income and minority men. Educational institutions, as well as community action agencies and local coalitions, can put together programs: (1) to obtain a commitment from colleges and technical schools to enroll the men and offer them needed courses; (2) to recruit the veterans to return to education and training through groups with outreach capability, including community organizations, and by using veterans already enrolled; and (3) to provide part-time jobs in industry and government, including new careers and public service positions to augment GI Bill stipends.

The GI Bill Amendments President Nixon signed into law on March 26, 1970, fund the most generous program of support for individual students' education since the World War II and Korean GI Bills. Readjustment benefits, which can be considered as scholarships, were increased 35 percent (from $130 to $175 per month) for single veterans, or from $1,170 to $1,575 per nine month school year. Each man who has served more than six months is eligible for some benefits.

In addition:

1. A veteran can take, because of the new bill, remedial courses at a college which he needs to gain admittance to that college. This applies whether or not he is a high school graduate. He receives his GI Bill stipend, but the payments do not count against his four year scholarship. He, therefore, has money to pay colleges tuition for special remedial courses, and may use the GI Bill for one or more extra years.

2. A veteran needing tutoring to satisfactorily complete a course or program can receive tutoring grants of up to $50 a month. The total payment per veteran is limited to $450.00

3. The costs of special pre-discharge programs of up to $175 per month can be paid for servicemen on active duty for more than six months. These courses, of a refresher or remedial type,must be designed to help a soldier pursue a post-service education.

4. Non-credit remedial courses can now be counted toward the hours a veteran needs to qualify for payments at full-time student rates. They do not count against his four-year entitlement. In addition, Congress reduced the hours a man is required to take to obtain compensation as a full-time student. This should be quite helpful to a student needing to catch up.

The Youth Leadership Development Program is assisting in this effort throughout the region by helping colleges and youth groups to recruit and design programs for returning GI's. In Appalachian North Carolina this year alone, we have set a goal to recruit and enroll at least 250 GIs in higher education programs.

For further information about programs for returning veterans, write Stuart Feldman, National League of Cities/U.S. Conference of Mayors, 1612 K Street, N.W., Washington, D.C. 20006.

APPENDIX

1970 INTERNSHIPS

ALABAMA:

The following internships were sponsored by the Alabama Youth Leadership Program of the Top of Alabama Regional Council of Governments (TARCOG), Madison County Engineering Building, 814 Cook Avenue, N.W., Huntsville, Alabama.

Each intern assisted the local county's youth council and worked on a child development survey for the local county government.

Jerry Whitworth	Madison County	University of Alabama-Huntsville
Hollis Bagley	Madison County	University of Alabama-Tuscaloosa
James Kimbrough	Madison County	University of Alabama-Huntsville
Jeff Blood	Madison County	University of Alabama-Huntsville
Byron Woodfin	Jackson County	Northeast State Junior College
Gary DuBois	Limestone County	Jacksonville State University
Joe Farmer	Marshall County	Senior at D.A.R. High School in Grant, Alabama
Danny LaMunyon	DeKalb County	Northeast State Junior College

The following people had individual internships with agencies:

Geraldine Jackson	Huntsville-Madison County Educational Improvement Program	A & M University
Arlon Clifton	Sand Mountain Elective Cooperative	University of Maryland-Far East Division
Kathy Wiggins	Scottsboro Recreation Center	Clemons University-South Carolina
D. F. Stiefel	Scottsboro Recreation Center	

KENTUCKY:

Twenty-five student nurses worked with the ALCOR project at Alice Lloyd College, Pippa Passes, Kentucky. The students lived with the local citizens in the area's isolated hollows and worked in a program which stressed health education through personal contact.

Pamela Mattie Howell
3 School Rd. Canton, N.C.
Berea College
Berea, Kentucky
3rd year student
B.S. degree program

Dottie S. Bowling
PO Box 474, Manchester, Ky.
Eastern Kentucky University
Richmond, Kentucky
2nd year student
A.A. degree

Glenna Kathryn Davenport
6315 N. Hampton Dr., Atlanta, Ga.
University of North Carolina
Charlotte, North Carolina
3rd year student
B.S. program

Christine Ann Marcucci
16 Circle La., Albany, N.Y.
College of St. Rose - 1 yr.
State University of New York-2nd yr.
Albany, New York
4th year student
B.S. program

Ruth Annette Yearout
Route 3, Box 210, Floyd, Va.
Berea College
Berea, Kentucky
3-4th yr. student
B.S. program

Donna Jean Walker
Route 1, Box 605, Hickory, N.C.
Western Carolina University
Cullowhee, North Carolina
2nd year student
B.S. program

Kathy Diane Robinson
513 W. North Itasca Illinois
Central Missouri State College
Warrensburg, Missouri
4th year student
B.S. program

Nancy Elizabeth Luce
2736 Cambridge Ave., Lakeland, Fla.
Florida Southern College
Lakeland, Florida
graduate
B.S. program

Eileen Marie Gorey
107-16-221 St. Queen Village, New York
Queensboro Community College
Baysize, New York
3rd year student
A.A.S. program

Janet Rose Watson
5410 North Tracey, Kansas City, Missouri
St. Lukes Hospital School of Nursing
Kansas City, Missouri
3rd year student
Diploma School

Mary M. Baker
83 Perkins St., Jamaica Plain, Mass.
Northeastern University
Boston, Mass.
4th yr. student
B.S. program

Connie Lee Cassel
621 E. Call St., Algona, Iowa
Creighton University - Clarke College
Omaha, Neb. & Dubuque, Iowa
graduate
B.S. program

Joetta Willoughby
7908 Camelot La., St. Louis, Mo.
Baylor University
Waco & Dallas, Taxas
4th year student
B.S. program

Rita Dianne Conner
1827 Spindale, N.C.
Western Carolina University
Cullowhee, North Carolina
2nd year student
B.S. program

Maureen Beth Silha
17811 Grandview, Hazel Crest, Ill.
Marquetta University 2 years
University of Maryland
Milwaukee, Wisconsin
4th year student
B.S. program

Alice Wasneck
3710 N. Bernard
Chicago, Illinois
University of Ill. Sch. of Nursing
Chicago, Illinois
graduate
B.S. program

Patricia Ann Amburgey
Omaha, Kentucky
Eastern Kentucky University
Richmond, Kentucky
2nd year student
A.A. program

Mariam Thomas
Midvale, Utah
University of Utah
Salt Lake City, Utah
4th year student
B.S. degree program

Dorann Jeannie Lucus
12 Hepgehog Rd., Trumbull, Connecticut
Georgetown University
Washington, D.C.
4th year student
B.S. program

Judith Ann Sharp
RT. #6, Zanesville, Ohio
Alderson-Broaddus College
Philippi, West Virginia
4th year student
B.S. program

Nancy Jo Unger
1366 Canfield
St. Paul, Minnesota
Ancker School of Nursing
St. Paul, Minnesota
3rd year student
Diploma school

Sophia Hodorwicz
4475 Roberts Rd.
Dunkirk, New York
University of Buffalo
Buffalo, New York
4th year student
Diploma school

Sherry Lohr
Dwarf, Kentucky
University of Kentucky
Lexington, Kentucky
1st year student
B.S. program

Jo Ann Elkins
Wiley Road, Lowmensville, Ky.
Berea College
Berea, Kentucky
3rd year student
B.S. program

During the summer of 1970 (three months) the Lake Cumberland Area Development District employed two interns to work within the district on specially assigned jobs:

Mr. Eddie Girdler, a 21-year-old sophomore at Somerset Community College, Somerset, Kentucky, was assigned to gather and record data on the problems of pollution that affect the social, economic, and human development within the District.

Mr. Benny McNees, 23 year-old senior at Campbellsville College, Campbellsville, Kentucky was employed as an intern by the Lake Cumberland Area Development District as an intern with mayor of Campbellsville, Kentucky.

Six interns, three from the Cumberland Valley Area Development District, and three from the Kentucky River Area Development District, worked with the Kentucky Infant Planning Program (KIPP). They worked with the Kirschner Associates consulting firm on stating interagency recommendations on early childhood development plans. These interns were responsible for the organizational meeting within each of the counties and for conducting discussions on specific childhood needs and determining needs for early childhood services and developing priorities and plans for meeting these needs. They also coordinated the individual county task forces in making recommendations to the County Early Childhood Development Committees for future plans and programs. These interns were:

Linda McCauley
Eastern Kentucky University
Cumberland Valley Area Development District

William Lee Parks
Leslie County High School
Kentucky River Area Development District

Larry Garland
Eastern Kentucky University
Cumberland Valley Area Development District

Patricia Ann Turner
Breathitt County High School
KRADD

Hubert Garland, Jr.
Lincoln Memorial University
Cumberland Valley Area Development District

Jerry Reynolds
Wolfe County High School
KRADD

In the FIVCO Area Development District, two interns did industrial recruitment research. Ann Towler of Eastern Kentucky University, and Phillip Dowdy of Morehead State University, did three studies:

(1) "Greater Ashland - Growth Center of FIVCO Area Development District," (2) "Community Profile of Olive Hill, Kentucky," and (3) "Community Profile of Grayson, Kentucky."

Other Kentucky internship projects, all from the Kentucky River Area Development District, were as follows:

Dan Adkins	Breathitt Co. High School	"Recreation in Breathitt County"
Willis Agee	Wolfe Co. High School	"Educational Needs of Wolfe Co."
Jesse Campbell	Letcher Co. High School	"Local Government"
Robert Combs	Lee Co. High School	"Migration Study"
Sarah Elam	Leslie County High School	"Dropouts"

John Eversole	Lee Co. High School	"Recreational Development Study"
Pamela Sue Farmer	Leslie Co. High School	"Education"
Mike Ison	Letcher Co. High School	"Environmental Problems"
David Neeley	Lee Co. High School	"Rural White Youth Crime"
Len Noble	Breathitt Co. High School	"ARC Project in KRADD"
Joe Northern	Lee Co. High School	"School Dropout Situation, Lee Co."
Anthony Glenn Olinger	Centre College	"A System for Better Community Relations Between Black Youth and Law Enforcement Officials"
Richard A. Overbee, Jr.	Lee Co. High School	"Kentucky River Area Development District Youth Leadership Development Council"
Tony Spencer	Lee Co. High School	"Kentucky River Area Development District Youth Leadership Development Council"
Ernestine Walker	Hazard Area Voc. School	"Environmental Problems"

NORTH CAROLINA:

The North Carolina Internship Office sponsored the 74 interns listed below:

Appalachian State University:

(Intern Name - Major - Grade)	(Project - Host Organization)
Janis Hutchinson (Soph.) Mathematics	Volunteer Services Program
Gail Huffman (Sr.) Elementary Education	Volunteer Services Program
Carl Ballard (G) Business	Transportation Study Mountain Scenic Dev. Comm.
Bart Bare (G) Psychology	Service-Learning Coordination Appalachian State University

Roland M. Biesecker (G) Health/Physical Education	Recreational Needs in Wilkes County Blue Ridge Economic Dev. Comm.
Brenda Blevins (G) Elementary Education	Volunteer Services Program New River Mental Health Center, Wilkes County
William Clark (Jr.) History	Volunteer Services Program New River Mental Health Center, Wilkes County
James Parsons (Jr.) English	Housing Survey Blue Ridge Economic Dev. Comm.
Shirley Stone (Sr.) English	Volunteer Services Program New River Mental Health Center, Wilkes County
Linda White (Sr.) Economics - Business	Student-Public Relations study Appalachian State University
Teresa Zimmerman (Sr.) English	Student-Public Relations study Appalachian State University
Stacy Eggers (Sr.) Political Science	Efficiency Study Isothermal Economic Dev. Comm.

TASK FORCE MEMBERS:

Laurie Baldwin (Sr.)
Psychology

Barbara Grass (G)
Guidance Counseling

Bill Iacardi (Sr.)
Industrial Arts

Louis Stronghase (Jr.)
Business/Economics

John C. Campbell Folk School:

Linda Daniels (G) Home Economics	Development of community cannery for residents of Cherokee and Clay Counties -- Community Cannery
David Bruce Grim (Jr.) Sociology	To develop a program of youth involvement in Cherokee, Clay, Graham and Swain Four-Square Community Action
James Hooper (Jr.) English Education	Analysis of zoning potential for Clay County Clay County Commissioners

Harold W. McSwain (Jr.) Sociology	To devise a program of youth activity and an organization to insure its continuation of the program. Four-Square Community Action
Charles Lee Penland (Sr.) Sociology	Development of a youth involvement program in counties of Cherokee, Graham, Clay and Swain. Four-Square Community Action
Nancy Susan Southard (G)	To develop program for trainable mentally persons in Cherokee and Clay counties J.C. Campbell Folk School
Sue Henry (Jr.)	Little Folk School Recreation Program
<u>Mars Hill College</u>:	
Richard Brasington (Soph.) History - Business	Youth Recreation activities program Asheville Housing Authority
Clyde Campbell (Sr.) Physical Education	Day camp operation Barnardsville Elementary School
Ellen Hearne (Jr.) Philosophy	Day care center program Rural Project Opportunity Corporation
Bonnie Holland (Jr.)	Youth recreation activities Asheville Housing Authority
Gayle Keiser (Jr.) Government	Child Development Center Mars Hill College -- Opportunity Corporation
Wilson Laney (G) Biology	Air Pollution lab work, public relations Asheville Air Pollution Control Commission
Mary McGaha (Soph.) Political Science	Recreational Program Barnardsville Elementary School
Jesse Lawrence Pfaff (Jr.) Political Science-Sociology	Police department - youth relationship study Asheville Police Department
Barrett Toan (G) Planning	Feasibility of Food Stamps Madison-Buncombe Counties
Paula Maley (Sr.) Education - Elementary	Feasibility of Food Stamps Madison-Buncombe Counties & Tutorial program re-design, Community Dev. Ins.
Howard Ronald Richardson (Jr.) Political Science-Sociology	Recreational program Rural Project Opportunity Corporation

Jim Waldrcup (Sr.) Economics	Economic co-operation in Madison County VISTA
Steve Walker (G) History	Senior citizens' home proposal Rural Project - Opportunity Corporation

University of North Carolina - Asheville:

Robert Bacoate (Sr.) Sociology	Model Neighborhood survey Model Cities - Asheville
Iris Marie Bartlett (Soph.) Sociology	Pre-natal/post-natal care program March of Dimes Pisgah Chapter
Janis Davis (Jr.) Social Science	Rural Community Development Central Highlands Health Council
Linda Harris (Jr.) Sociology	Model Neighborhood Survey Model Cities - Asheville
Richard Kiser (Sr.) Psychology-Sociology	Water Pollution Upper French Broad Economic Dev. Comm.
Ronald O'Rear Sociology	Rural community development Central Highlands Health Council
Danny Tinsley (Jr.) Social Sciences	Water Pollution Upper French Broad Economic Dev. Comm.
Ruth Watts (Jr.) Sociology-Psychological	Pre-natal/post-natal care program March of Dimes Pisgah Chapter

Warren Wilson College:

Paul Brown (Soph.) Sociology	Summer Recreational Program Asheville YWCA
Betsy Lanekahl (Sr.)	Recreational Facilities Survey Warren Wilson College
Prachongehett Nettayetin Sociology	Summer Recreational Program Asheville YWCA
Ruby Scott (Sr.) Sociology	Educational, Recreational needs Poor People's Organization of Asheville
Dennis Shaw (Sr.) General Studies	Administrative Assistant Youth Leadership Development Project

Deborah Watson (G) Sociology	Health needs of Madison County Central Highlands Health Council
Linda Zachery (Sr.) Sociology	Educational, Recreational needs Poor People's Organization of Asheville
Fall-Winter Additions:	
Bill Galvin (Sr.)	Juvenile Evaluation Center Social Service Aide
Rhonda McKnight (Sr.)	Psychological testing Juvenile Evaluation Center
Sally Lynn (Sr.)	Aide Irene Wortham Day Care Center
Bruch Black (Sr.)	Recreation and mental health aide Alcoholic Rehabilitation Center
Doug Deihl (Jr.)	Aide Alcoholic Rehabilitation Center
Helen Wilson (Jr.)	Youth Reading Program YWCA
Rick Wilson (Fr.)	Recruitment of veterans into higher education
<u>Western Carolina University</u>:	
William James Byers (Jr.) Music	Musical talent search Music Department, WCU
Ralph Borland (Sr.) Social Science	Regional legal aid program
Irma Casey (Jr.) Psychology	Blacks in Macon County WCU Social Welfare Dept., Macon Program for Progress
Jeffry Garvin (Sr.) History	Housing needs Southwestern N.C. Economic Dev. Comm.
James Kiser (Jr.) Political Science	Cherokee Judical Study Eastern Band of Cherokee Indians
Ray Maldonado Business/Biology	Cherokee Judical Study Eastern Bank of Cherokee Indians

Linda Sue Pearson (Sr.) History	Youth involvement in community development Four Square Community Action Agency
Cynthia Roberts (G) Biology	Air Pollution Study
Anthony D. Thompson (Jr.) Sociology	Development of Improved Tribal Role Procedure Eastern Band of Cherokee Indians
Phillip Walker (Jr.) Psychology	Public Information for Health Council State of Franklin
Sandra K. Walker (Jr.) Biology	Tomato disease study Mountain Horticultural Research Station and Trillis Tomato Association
Christopher E. Hamlet (Sr.) Economics	Maggie Valley Development Economic Development Commissioner
Phillip McBrayer (Sr.) Economics	Farmer Marketing production attitude study Tennessee Valley Authority
Terry W. Roberts (Sr.) Biology	Water pollution study Mead Corporation

Fall addition:

Gary Black (Jr.)	Research Assistant WCU Archivist
Howard Williams (G)	Mobile Homes in the Northwest Economic Development District

PENNSYLVANIA:

The following 42 internships were sponsored by the Turnpike District Planning and Development Commission, 1200 Eleventh Avenue, Altoona, Pennsylvania 16601:

Nicholas Brisini	St. Vincent's
Thomas Duman	Yale-Penn. Law
Gregory Forsht	Penn State
J. Michael Garner	Ball State
Fred Hartye	Villanova
David Kramp	Temple

The six people above did a report on "Five-Year Budget Program of Public Facilities."

Michael C. Brown	Shippensburg State
Edward S. Jones	Penn State
Alexander Notopoules	Amherst
Karen C. Oaks	Robert Morris
Eugene R. Venesky	St. Francis

The five people listed above did an industrial development analysis, "Community Industrial Profiles."

Andrew J. Ketner	Lycoming
Donald P. Palko	West Virginia U.
Mary J. Rosenhamer	St. Mary's
Mark I. Savadow	American U.

These four interns did a "Tourism and Recreation Analysis."

David J. Black	Penn State
Gary D. Discavage	Penn State
Dianne McFadden	Ohio Wesleyan
Robert Pennington	Villanova

The above listed four interns did a housing survey for Operation Breakthrough, "Revised Standard Site Inventory and Classification System."

Diana F. Fisanich	Indiana U.
Robert A. Snyder	U. of Maryland
Michael Sullivan	Altoona School of Commerce

The three interns listed above did a "Manpower Program Research" report.

The following interns worked directly with local government units in the district:

Thomas L. Tate	Penn State
Michael A. Zanin	Penn State

"County Level Planning" with the Blair County Planning Commission.

James R. Baumgardner	Penn State
Edwin L. Demi	Penn State
Janice Neville	Penn State
Richard M. Pavlik	Notre Dame
Diane Polster	Fairmont State
Edward F. Stetz, Jr.	Wake Forest

"County Level Planning" with Cambria County Planning Commission.

Stanley S. Krupnik	Clarion State

"County Level Planning" with Somerset County Planning Commission

Michael B. Union	Penn State

"Blair County Sanitary Administration Committee"

Stephen R. Kelly	Purdue

"Environmental Quality and Testing" with Huntingdon Water and Sewer Administration.

Randall L. Bookhammer	Edinboro State
Francis R. Royer	Shippensburg State

Both of the above did a report on "Probation and Parole" with the Huntingdon County Probation and Parole Office.

Harry L. Caporuscio, Jr.	Pittsburgh
Robert L. Owens	U. of California at Berkley

The above-listed two interns did a "Bridge Survey" with the Blair County Highway Department.

Victoria L. Tranquillo — Liliane S. Kaufman School of Nursing
"Mobile Health Unit" with Cambria County C.A.A.

Patricia A. Policicchio — Seton Hill
"Public Welfare" with Commission member Donald A. Chapman in Somerset County

Lynn A. Smith — Pittsburgh
"Tableland Community Action Agency Somerset County"

Neil D. Cleveland — Bedford High School
"County Government in Bedford County"

Candice G. Sweet — Bedford High School
"Physical Therapy at Somerset County Home for the Aged"

The following eleven internships were sponsored by the Economic Development Council of Northeastern Pennsylvania, 704 First National Bank Building, Wilkes-Barre, Pennsylvania 18701, Sally E. Preate, Youth Leadership Development Program Coordinator:

Peg Filipkowski — Wilkes College

Joyce Flanagan — Marywood College
"Economic Opportunities for College Students"

Boykin Reynolds — U. of Scranton
"Survey of Youth"

Robert Harris — U. of Scranton
"Summer Employment in Wayne County"

James C. McDonald — Wilkes College
"The Effects of Water Pollution on Industrial Development in Northeastern Pennsylvania"

David Fontaine — Wilkes/Luzerne County Community College

Carol Jackier

Maurice Peoples — Allen Hancock Junior College
"Organizing Youth in Wilkes-Barre"

James Daubert — Penn State

Carol Katchur — Penn State

Barbara Sipler — Penn State
"Organizing Youth in Jim Thorpe"

The Northwestern Pennsylvania Regional Planning and Development Commission, Room 14, Seneca Building, Oil City, Pennsylvania 16301, sponsored two internship programs with local colleges.

Allegheny College, Meadville, Pennsylvania, conducted an aquatic biological study of French Creek in Meadville. The faculty director of the project was Dr. J. Richard Wokler, Assistant Professor of Biology. The students were:

Linda Byrer	1107 Chestnut Street	Franklin, Pa.
Michael Lavery		
James Martin	R.D. #2, Waite Road	Elnora, N.Y.
Richard Pearce	1078 Edge Hill Road	Roslyn, Pa.
Rhoda Walter	1650 Lakeview Avenue	North East, Pa.

Clarion College, Clarion, Pennsylvania, conducted county-wide mosquito surveys of Clarion, Warren, Forest and Venago Counties, and compared reservoirs in the area. The faculty sponsors were J. Robert Moore and W. R. Kodrick, Professors of Biology. The students were:

Terry Henry	230 Wood Street	Clarion, Pa.
David Sevin, Jr.	Box 87, Orchard La., Rt.1	Freedom, Pa.
Edward Taylor	701 Station Street	Langhorne, Pa.
Howard E. Work	R.D. #1	Strattanville, Pa.

These projects were coordinated with the Division of Community Environmental Services, Pennsylvania Department of Health.

The North Central Pennsylvania Economic Development District, Box 491, Ridgway, Pennsylvania 15853, sponsored an internship program for 24 students. The interns worked with local county planners in the district, conducting a survey of junk cars and trash piles and noting the location of abandoned houses. They also assisted the County Planning Commissions in conducting the "Operation Breakthrough" Housing site survey. One student served as the Youth Program Coordinator and research aid in the NCPEDD office.

The name, address and college of each of these interns is listed below:

<u>Cameron County</u> (C.A. Smith, Chief Clerk and Assessor):

Carl Hyden, RD #1, Emporium, Pa. 15834, Freshman, Lock Haven.

Clearfield County (Nelson Parks, County Planner):

Brenda Bellotti, Coalport, Pa. 16627, Freshman, Penn State, Ele. Ed.

Patrice Czarnecki, 408 W. 7th Ave., Clearfield, Pa. 16830, Soph. Penn State, Chemistry

Katherine Forcey, Bigler, Pa. 16825, Jr., Penn State, History

Roberta Jones, Ramey, Pa. 16671, Penn State, Pys. Ed.

Frank Merle, 709 Turnpike Avenue, Clearfield, Pa. 16830, Grad., Lock Haven, Social Science

Mike Sutika, Box 200, Grampian, Pa. 16838, Freshman, Gannon, Accounting

Elk County (Dave Keiter, County Planner):

Jocyln Beaver, 512 Fourth Ave., Johnsonburg, Pa. 15845, Fresh., Wheeler School, Fashion Merchansizing

Tom Detwiler, 513 First Street, Johnsonburg, Pa. 15845, Fresh., Penn State, Chem-Eng.

Dan Dippold, 117 Oilwell St., St. Marys, Pa. 15857, Soph, Clarion, Eng.

Ann Higgins, 910 S. Michael Rd., St. Marys, Pa. 15857, Jr., IUP, Eng.

Ralph Olson, 129 South St., Ridgway, Pa. 15835, Soph., Georgetown, Law

Mary Louise Rees, 224 Emmett Ave., Ridgway, Pa. 15853, Soph., IUP, Home Ec.

Mira Terbovich, 309 Alpine Ave., Ridgway, Pa. 15853, Soph., Penn State, Liberal Arts

Jefferson County (Dean Arnesdorf, County Planner):

Robert Milliron, 302 Martha St., Punxsutawney, Pa. 15767, grad., IUO, Social Science

Fred Pisoni, 849 Alexander St., Brockway, Pa. 15824, Sr., Catholic U., Math-Psy.

Pamela Shriver, 189 Franklin Ave., Brookville, Pa. 15825, Soph., Clarion, Ele. Ed.

McKean County (Ray Curtis, County Commissioner)

George Brown, 223 Water St., Smethport, Pa. 16749, Central Missouri State College

Robert Goodman, 15 Bennetts St., Eldrid, Pa., Sr. Grove City College, Business Ad.

James Wilcox, Rixford, Pa. 16745, Beckley College, Soph.

James Williamson, Kane, Pa. 16735, Jr., Clarion State College, Biology

Lou Zande, 43 Jackson Avenue, Bradford, Pa. 16701, Fresh., Catholic U., Math

Potter County (Irvan Brown, County Planner)

William Lechler, Galeton, Pa. 16922, Fresh., Williamsport Com. Col., Civil Eng.

John C. Wetzel, Center Park, Coudersport, Pa. 16915, Sr., Alfred U., Pre-med.

The Southwestern Pennsylvania Economic Development District (SPEDD), 1022 Park Building, Pittsburgh, Pennsylvania 15222, conducted a ten-week program for 36 interns (four from each of the district's nine counties).

Each intern worked on a specific research or data-collection project for a government agency within the district. The program also included attending a class in state and local government one-half day a week at one of the Pennsylvania State University's three branch campuses. At the end of the program each intern received three semester hours of credit from Penn State, transferable to his respective college.

Name and Address	College Class	School	Work Assignment
Barry Adamson 153 Fisher Ave. Indiana, Pa. 15701	Soph. Mathematics	Indiana U. of Pa. Indiana, Pa.	Tax Claim Bureau
Larry A. Aldrich 441 Clarendon Ave. Monessen, Pa. 15062	Soph. Phys. Ed.	California St. (Pa.) California, Pa.	Asst. to Administrator of County Home
Dennis M. Beer R.D. #7 Kittanning, Pa. 16201	Sr. Education/ Social	Indiana U. (Pa.) Indiana, Pa.	County EDA Projects
Gary W. Beitch 107 Tenth Ave. Butler, Pa. 16001	Soph. Poli. Sci.	Butler Co. C.C. Butler, Pa.	Asst. to Personnel Director of Butler Co.

Gary L. Booth 218 Church St. Brownsville, Pa. 15417	Jr. Social Sci.	West Virginia U. Morgantown, W. Va.	County Redevelopment Authority Offices
Debra Carson 161 Dunn Ave. Washington, Pa. 15301	Sr. Ele. Ed.	Clarion State Clarion, Pa.	Historical Landmarks Evaluation Team
Brian J. Callaghan 19 Wayne Ave. Jeannette, Pa. 15644	Soph. Economics	Villanova U. Villanova, Pa.	Dept. Of Economic & Industrial Development
B. Marlene Chaff R.D. #2 Sunbury, Pa. 16061	Graduate Stu. Psychology	U. of Pittsburgh Pittsburgh, Pa.	Butler County Mental Health Center
Susan J. Collar R.D. #1 Cowansville, Pa. 16218	Soph. Education- History	Thiel College Greeneville, Pa.	County Controller's Office
Nancy I. Colvin Box 483, RD #2 Charleroi, Pa. 15022	Soph. Education- Music	Westminster C. New Wilmington, Pa.	Historical Landmarks Evaluation Team
James L. DiCostanzo 458 Park Street Rochester, Pa. 15074	Sr. Mathematics	St. Francis C. of Loretto Loretto, Pa.	Beaver County Planning Commission
Edsell M. Eady, Jr. 217 Woodland Rd. Butler, Pa. 16001	Jr. Govt.	Harvard U. Cambridge, Mass.	Asst. to Personnel Director, Butler Co.
David J. Flynn 351 Wilson Ave. Beaver, Pa. 15009	Jr. Sec. Ed.- History	Shippensburg St. Shippensburg, Pa.	Tourist Promotion Agency
Wesley G. Gardner 320 Third Ave. New Kensington, Pa. 15068	Jr. LA/Engr.	Penn State U. New Kensington Center New Kensington	Housing Inspection Dept. (City of Arnold, Pa.)
Richard M. Gasperini R.D. #1-Box 197 Saltsburg, Pa. 15681	Jr. Speech Path & Audiology	West Virginia U. Morgantown, W. Va.	Indiana County Supt. of School's Office
Diane Glasser R.D. #1 Marion Center, Pa. 15759	Jr. Sec. Ed.	Penn State U. University Park, Pa.	Indiana County Dept. of Audits

Donna M. Gula 3304 Shadyway Dr. Pittsburgh, Pa. 15227	Jr. Poli. Sci.	Georgetown U. Washington, D.C.	Southwestern Pennsylvania Regional Planning Commission
James W. Hook R.D. #2 Waynesburg, Pa. 15370	Jr. Poli. Sci.	College of Wooster Wooster, Ohio	Study of Solid Wastes in Greene County
Glenna J. Horrell 145 West Church St. Fairchance, Pa. 15436	Jr. Pre-Phys. Therapy	West Virginia U. Morgantown, W. Va.	Physical Therapy Dept. Uniontown Hospital
Stanley K. Kabala 216 Loyalhanna Ave. Latrobe, Pa. 15650	Jr. Poli. Sci.	St. Vincent C. Latrobe, Pa.	County Board of Assessments & Appeals
Paula Kelly Box 14 Bobtown, Pa. 15315	Sr. Education/ Soc. St.	West Liberty State College West Liberty, Pa.	Study of Coal Reserves in Greene County
Bernard E. Krofcheck Box 231 Leckrone, Pa. 15454	Soph. Lib. Arts	California State (Pa.) California, Pa.	Community Action Agency City of Uniontown
Paul J. Lobby 1200 Fourth Ave. Ford City, Pa. 16226	Jr. Math/Ed.	Indiana U. of Pa. Indiana, Pa.	County Probation Office
Barbara Lynn McGee 357 N. Sixth St. Indiana, Pa. 15701	Ed/Eng.	Indiana U. of Pa. Indiana, Pa.	County Commissioners Office
Robert C. Morse 7518 Kelly St. Pittsburgh, Pa. 15208	Soph. Govt.	Harvard U. Cambridge, Mass.	Allegheny County Governmental Agency
Lisa Ann Oresick 243 Port St. Ford City, Pa. 16226	Soph. Ed/Eng.	U. of Pittsburgh Pittsburgh, Pa.	County Register and Recorder's Office
Barbara M. Reed R.D. #1, Bear Run Rd. Zelienople, Pa. 16063	Sr. Psyc/Soc.	Thiel College Greenville, Pa.	Child Welfare Services
Patrick J. Salpeck 103 Coraopolis Rd. Coraopolis, Pa. 15108	Soph. Poli. Sci.	U. of Pittsburgh Pittsburgh, Pa.	Southwestern Pennsylvania Regional Planning Commission
Albert A. Sayers, Jr. 309 North Morris St. Waynesburg, Pa. 15370	Sr. History	New England College Henniker, N.H.	Study of Air Transportation in Greene County

Marilyn A. Snyder 246 West Main St. Uniontown, Pa. 15401	Soph. Lib. Arts/Soc.	Penn State U. Fayette Campus Uniontown, Pa.	County Board of Assistance
Elizabeth Taormina 3124 Main Street Aliquippa, Pa. 15001	Soph. Pharmacy	U. of Pittsburgh Pittsburgh, Pa.	Beaver County Hospital
Joan Toplisek 67 Latimer Ave. Strabane, Pa. 15363	Soph. English	Ohio Dominican C. Columbus, Ohio	Historical Landmarks Evaluation Team
Angelo C. Tozana 816 Maryland Ave. Midland, Pa. 15059	Sr. Poli. Sci.	Kent State U. Kent, Ohio	Office of Beaver County's Chief Clerk
Bridget Trbovich Box 128 S. Washington St. Jefferson, Pa. 15344	Sr. Bus. Ad.	Duquesne U. Pittsburgh, Pa.	Study of Housing in Greene County
David A. Vadic R.D. #1, Box 180 Cheswick, Pa. 15024	Soph. Sociology	Saint Bonaventure University Olean, N.Y.	Allegheny County Bureau of Community Development
Joan L. Williams 226 Greene St. Houston, Pa. 15342	Sr. Sociology	Bethany College Bethany, W. Va.	Historical Landmarks Evaluation Team

The following internships were sponsored by the Northern Tier Regional Planning and Development Commission, 507 Main Street, Towanda, Pennsylvania 18848.

Each intern worked on an industrial site and building survey for one of the five counties in the Commission.

Richard Stedge	Mansfield State	Bradford County
Barbara Benninger	East Stroudsborg C.	Wyoming County
John Sileski	Wilkes College	Sullivan County
James Owens	Mansfield State	Tioga County
Dwayne Hughes	Penn State U.	Susquehanna County

The Susquehanna Economic Development Association (SEDA), Rt. #1, Lewisburg, Pennsylvania 17837, sponsored three internships: Dennis Grove, a student at Indiana U. of Pa., worked with the Union-Synder Planning Commission and Richard Kemmery, of Albright College (Pa.) and Debra Lindenberger, of Mansfield State (Pa.) did health facility surveys.

TENNESSEE:

Fifty-one Vandervilt University students worked in eight isolated rural communities in eastern Tennessee last summer. Law students assisted in the formation of local health councils and offered legal assistance to local citizens. The medical students supplied the bulk of the manpower for the local health fairs which provided extensive medical examinations.

Participants in the 1970 Student Health Coalition included:

Milton Anderson - Medical

Jean Austin - Nurse

Ann Baile - Nurse

Linda Beil - Nurse

Karen Blaydes - A & S

Kathleen Brewer - A & S

Richard H. Burr - A & S

Richard A. Davidson - Med.

John Davis - A & S

David B. Dawson - Law

William W. Dow - Medical

Elizabeth Dow - Medical

John Draper - Grad.

Margaret Ecker - A & S

Jane Evins - Law

Carolyn Gayle - A & S

Sarah Graf - Nurse

Mary Ruth Hall - A & S

Charles Schiff - Engineering

Deede Schmitt - Nurse

Elizabeth Scott - A & S

Frances Hooks (Volunteer)

Margaret Ingram - Nurse

Kay James - A & S

Carolyn Keith - Nurse

Carolyn Klyce - A & S

Robert Leonard - Law

Rodney Lorenz - Med.

Charles L'Hommedieu - Med.

Ann Lovering - Nurse

Linda McFadyen - (Peabody)

Kathryn McMillan - A & S

Ronald M. Massey - Med.

Patrick Maxwell - Med.

Bonnie Maxwell - Nurse

Barbara Miesse - A & S

Darrell Paster - A & S

Dean Rivkin - Law

Arnold Rosenfield - Law

Stanely Von Hofe - Medical

Barbara Von Hofe

Elizabeth Ann Weil - Nurse

Virginia Solomins - Nurse

John B. Sperry, Jr.

Charles Suggs - Med. (Georgetown)

April Taninecz - A & S

Henry Uger - Medical

Robert White - Law (Columbia)

Linda Anne Watson (Peabody)

Phyllis Rubin (Peabody)

Joe P. Moss, M.D. - Instructor

Randle Moss - Technician

The Upper Cumberland Economic Development District in eastern Tennessee sponsored a program for 14 sophomores and juniors from Tennessee Technological University during the spring semester. The students worked eight hours a week in the district's 14 counties, interviewing public officials and compiling data in a broad range of areas. For its summer program, UCEDD selected seven of the most promising students. These students worked full-time, living for two-week periods in the different counties, talking to the public officials and citizens, observing facets of life in the area and filing various reports. The summer intern program was climaxed by the formation of the Upper Cumberland Youth Leadership Council.

The summer program participants (all students at Tennessee Tech) were:

Lester Bolkes	from	Clay County
John Glascock		Overton County
Charles Maxwell		Overton County
Patty Powers		Cookeville
Bennie Stover		Overton County
Larry Warner		Cumberland County
Phil Whitfield		Cookeville

In its first six months of operation the East Tennessee Youth Development project moved from the development stage into the operational phase of the program. The Appalachian Regional Commission is the major source of funds for the program, with some financial and in-kind support from state and local governments.

One component of the Youth Development Program is the Appalachian Fellowship program. These internships are operated in cooperation with nine local colleges and universities, providing local college students as a resource for the community. This furnishes needed manpower to assist in meeting some of the needs of youth of the district and at the same time, both the Appalachian Fellow and youth participants are learning about the community, hopefully developing a commitment to help build the future.

The District's Youth Leadership staff has served as a resource for youth in the district, working with programs such as (1) Joint Action in Community Services, Inc., providing follow-up for returning Job Corps trainees; (2) Mid-Appalachian Council of Colleges Talent Search Program assisting Appalachian youth in entering college; (3) League of Women Voters' Youth and Public Officials Discuss the Issues Program; (4) Community action program; (5) Youth Serving Agencies; (6) Program assistance to school districts.

As young people constitute a great part of the district's population, a greater effort should be made to include this segment of the population in the actual mechanics of governmental activities. For as it says on the new soft drink bottles -- NO DEPOSIT - NO RETURN.

Anderson - James Earls and John Hicks, T.A.T. trainees, are undertaking the establishment of a part-time job placement service for the T.A.T. trainees in the city of Oak Ridge.

Blount - Willie Blair, Maryville college student, is operating a tutoring program for Maryville and Alcoa High schools, utilizing approximately 20 volunteer tutors from Maryville College.

Campbell - Robert Green and Kenny Bartley are working with the people of Elk Valley in developing a youth pottery enterprise.

Claiborne - Barbara Surber is working with a group of high school students in the Forge Ridge community. Donald Poston is involved with a group of young people in the Powell Valley area.

Grainger - Robert Cameron is counseling with senior students at Rutledge High in efforts to raise the percentage rate of students attending college.

Hamblen - Joseph Cocker is teaching civics, woodwork and leading group activities at Judson S. Hill School for Special Education. Gloria Ratliff is in the process of making a community study prior to involvement in a project.

Jefferson - Rebecca Wells is working on the problem of youth recreation in Jefferson City and has secured a building for a recreation center.

Knox - Larry King and David Sweitzer, students of Knoxville College and the University of Tennessee, respectively, are working with the Knoxville Youth Federation in developing a drug abuse program and on proposals for a youth-operated "hot line" and a job fair. Loretta McNeil and Romona Cook, Knoxville College students, are working with groups of girls in the College Hills and College Homes area. Their groups are interested in a charm school and in developing jobs for young people.

Loudon - Richard Hill, Maryville College, is tutoring students at Greenback Public School and is working with a school committee to renovate the school basement for a recreation room.

Monroe - Freida Hill and Stephen Street of Hiwassee College are working with the mayor of Madisonville in an effort to set up a youth city council. They are also trying to start a delinquency program in the area.

In addition, Nancy Sharp, a student at the University of Tennessee School of Social Work, serves as the student program codirector.

VIRGINIA:

LENOWISCO Planning District Commission, 413 Wood Avenue, Big Stone Gap, Virginia 24219, sponsored the following interns to do a field survey and data computations for housing and land use study:

Joe Varney	Clinch Valley College
Steve Muron	University of Virginia
Steve Gibson	Wise Vocational-Technical School
Shirley P. Bledsoe	Clinch Valley College